Investigating different types of criteria-based assessment through student data: towards optimization of assessment designs

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Investigating different types of criteria-based assessment through student data: towards optimization of assessment designs

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Introduction
Currently, there is a trend in higher education towards formative assessment practice in the hope that assessment can serve as a feedback tool for learning rather than of learning (Hounsell et al. 2006). In this context, criteria-based assessment is often advocated on the argument that it provides students with transparency and clearer articulation of learning goals – facilitating deep approaches to learning (Nicol and Macfarlane-Dick 2006; Bailey 2009). Also, there is increased scholarly interest in the question of how different criteria-based assessment in that it might undermine some studies point to potential difficulties associated with formative assessment practice in the hope that assessment provides students with transparency and clear articulation of formative assessment practices, our study presents and evaluates an assessment design in a first-year university course. We asked the following research questions:

• How do students understand, integrate and act on the feedback provided by the two feedback channels: in-text commentary and rubric-articulated feedback? We asked the following research questions:

   - How do students understand, integrate and act on the feedback provided by the two feedback channels: in-text commentary and rubric-articulated feedback?
   - Are there benefits in a combination of feedback channels or would one suffice?
   - How effective is the current assessment design for a combining the two feedback channels?

The assessment design
Learning activities involved process writing and peer-assessment and writing assignments included two essays: first a single-draft computer and contrast essay (CC) and later a multi-draft descriptive essay (DE). The two essays involved different activities and received different types of feedback in the form of in-text commentary and rubric-articulated feedback. The rubric assessment sheet included criteria linked to grades. Students connected the two forms of feedback to different key themes and interrelationships and patterns in students’ comments. Potential for a sufficiently balanced assessment design serving both short-term and continuous learning goals

Method and Material
We used action research methodology to investigate our own professional practice through systematic and reflective study of student data. We looked at three sources of data for triangulation of data collection methods: rubric articulation, 46 questionnaires and 7 semi-structured interviews. Data analysis involved a hermeneutic method where we identified key themes and interrelationships and patterns in students’ comments.

Results

Students connected the two forms of feedback to different functions. In-text commentary was experienced as referring mostly to lower-order concerns and language proficiency issues, whereas rubric-articulated feedback emphasized higher-order concerns related to writing development achievement. Further, students generally found that both channels were necessary, but even though we tried to balance comments in the two feedback channels, some students experienced difficulties in navigating between feedback channels. Thus, there is room for improvement and optimization of the assessment design.

Looking ahead
As a way of looking forward, we list a number of strategies for creating synergy effects between the two feedback-channels, with the aim of generating an assessment strategy serving both short-term and long-term learning outcomes:

• Supplement in-text commentary and rubric-articulated feedback with a third feedback type that can serve as a bridge, e.g. recorded oral feedback or screen caption.

• Color code in-text commentary to the rubric category it corresponds to.

• Ask students to write reflective texts on the relation between the two feedback types received.

• Ask students to write a short memo describing changes made between drafts.

• Time self-assessment differently for a more gentle introduction of this activity.

• Follow-up early assessment activities with teacher-student discussions of feedback.

Literature


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Further information

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