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Nordrum, Lene; Evans, Katherine; Gustafsson, Magnus

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

Lene Nordrum & Magnus Gustafsson, Division for Language and Communication, Chalmers University of Technology; Department of Applied Information Technology

Chalmers

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

Lene Nordrum & Magnus Gustafsson, Division for Language and Communication, Chalmers University of Technology; Department of Applied Information Technology

Katie Evans, Department of Linguistics, University of California, Davis

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. 2004). In this context, criteria-based assessment is often advocated on the argument that it provides students with transparency and clear articulation of learning goals – facilitating deep approaches to learning (Nicol and Macfarlane-Dick 2006; Bailey 2009). However, some studies point to potential difficulties associated with criteria-based assessment in that it might undermine students’ ability to act independently post education, and thus ironically hinder deep approaches to learning (Nicol and Macfarlane-Dick 2006; Bailey 2009). Also, there is increased scholarly interest in the question of how different types of assessment and feedback channels impact some studies point to potential difficulties associated with criteria-based assessment in that it might undermine students’ ability to act independently post education, and thus ironically hinder deep approaches to learning (Nicol and Macfarlane-Dick 2006; Bailey 2009). Also, there is increased scholarly interest in the question of how different types of assessment and feedback channels impact important affective factors of successful learning, such as motivation and learning climate (Nicol and Macfarlane-Dick 2006; Bailey 2009).

Aim and research questions

In light of the challenges involved in designing successful formative assessment practices, our study presents and evaluates an assessment design in a first-year university writing class for academic purposes. The set-up combines two types of criteria-based assessment: in-text commentary and rubric-articulated feedback. We asked the following research questions:

- How do students understand, integrate and act on the two feedback channels: in-text commentary and rubric-articulated feedback?
- Are there benefits in a combination of feedback channels or would just 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 compare 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.

Method and Material

We used active 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: 46 reflective essays, 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.

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


Further information


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