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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 (Hattie et al. 2006). 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 based assessment is often advocated on the argument that it learning formative assessment practice in the hope that assessment towards optimization of assessment designs.

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 context of general comments at the end of the paper.

In-text commentary includes editing symbols and teacher comments in the margins of both in-text commentary and rubric-articulated feedback from the two teachers normalized and compiled onto a common text and rubric.

The rubric assessment sheet indicated the assignment’s achievement in the form of criteria linked to grades.

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, while 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.

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: 46 questionnaires, 7 semi-structured interviews. Data analysis involved a hermeneutic method where we identified key themes and interrelationships and patterns in students’ comments.

Results

Looking ahead
As a way of looking forward, we list a number of strategies for creating synergy 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
This study is published online, and forthcoming in Assessment & Evaluation in Higher Education. Lene Nordrum, Katherine Evans & Magnus Gustafsson (2013). Comparing student learning experiences of in-text commentary and rubric-articulated feedback: strategies for formative assessment. Assessment & Evaluation in Higher Education. DOI: 10.1177/0260293812452829

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