



Assessment and Feedback

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Assessment

Two main types:

- Assessment of learning (summative)
- Assessment for learning (formative)



Why assess?

Reasons to assess include:

- provide evidence that students have met the learning outcomes
- validate standard of performance
- monitor and feedback on progress
- identify those needing support
- feedback into teaching



NSS Assessment and Feedback questions:

- “The criteria used in marking have been made clear in advance”
- “Assessment arrangements and marking have been fair”
- “Feedback on my work has been prompt”
- “I have received detailed comments on my work”
- “Feedback on my work has helped me clarify things I did not understand”



Summative Assessment

- Key in motivation
- Tests how well the *learning outcomes* have been achieved
- Should be aligned to these objectives
- Beware of the strategic approach – “cue-consciousness” (Miller and Parrett 1974)



Formative Assessment

- Provides feedback/feed-forward for students
- Provides feedback for you

Formative Assessment



What do we know about good feedback? See Gibbs and Simpson 2004 in *LTHE 1(f)*.

- Timely (2/3 weeks?)
- Individual (but see below)
- Constructive and “feed-forward”
- Prioritised and manageable
- Realistic
- Honest
- Group feedback valuable for students to see common errors (and time-saving)

Writing Assessment Tasks



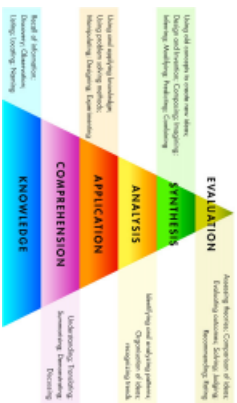
Bloom's or SOLO (Biggs) taxonomy:

- Generalise, theorise, reflect
- Compare, explain, analyse
- Enumerate, describe
- Identify

Writing Assessment Tasks



BLOOM'S TAXONOMY



Writing Assessment Tasks



Outline the Hotelling Model and explain how the time to exhaustion of a resource depends on the market structure.

Is oil running out and should we worry if it is? Use the Hotelling Model to consider whether oil has a future in the energy mix of the UK.

Writing Assessment Tasks



- Avoid “closed” questions
- Make sure that the learning objectives can be demonstrated (validity)
 - Outline the Hotelling Model and show that a monopoly might preserve oil for longer than a competitive firm. ???
- Make questions “meaningful” (authenticity)

Writing Assessment Tasks



- Do the questions allow students to go beyond the threshold?
- Do questions allow students to discern the critical aspects or are they given in the question?
- Are a range of responses possible? See Bloom/SOLO.
- Do they allow weak students to identify themselves? (i.e can a third class student get a third?)
- Use marking criteria (specific to the task)

Writing Assessment Tasks



TABLE 1: Generic Marking Criteria mapped against the three marking scales

Grade	1-20 poor	3-40 poor	5-60 poor
	<p>Criteria that should be met:</p> <ul style="list-style-type: none"> • Shows a basic understanding of the assignment topic and appropriate conditions. • Quality of technical analysis and discussion is at a basic level and largely unhelpful. • Shows some awareness of the relevant theory and/or empirical research. • Evidence of some analysis. • Evidence of some synthesis. 		
	<p>A</p> <ul style="list-style-type: none"> • Outlines the context of the critical analysis and judgement. • Describes the range and depth of relevant research and theory. • Shows a good understanding of the relevant theory and/or empirical research. • In general work, shows a balance of an excellent individual contribution. • Evidence of synthesis. • Evidence of analysis and judgement. • Evidence of a good understanding of the assignment topic and conditions. • Shows a good understanding of the relevant theory and/or empirical research. • Shows a good understanding of the relevant theory and/or empirical research. • Shows a good understanding of the relevant theory and/or empirical research. • Shows a good understanding of the relevant theory and/or empirical research. 		
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Writing Assessment Tasks



Example Specific Criteria

- Sound knowledge of topic and use of appropriate terminology
- Ability to analyse shown using techniques from the module. Critical thinking shown
- Make use of relevant reading and appropriate referencing
- Good structure which makes your argument clear and coherent
- Good use of English with few grammatical mistakes

TABLE 2: Generic Marking Criteria mapped against the three marking scales

Grade	1-20 poor	3-40 poor	5-60 poor
	<p>Criteria that should be met:</p> <ul style="list-style-type: none"> • Ability to synthesise and evaluate or to analyse and evaluate the material. • Shows a good understanding of the relevant theory and/or empirical research. • Shows a good understanding of the relevant theory and/or empirical research. • Shows a good understanding of the relevant theory and/or empirical research. • Shows a good understanding of the relevant theory and/or empirical research. • Shows a good understanding of the relevant theory and/or empirical research. • Shows a good understanding of the relevant theory and/or empirical research. • Shows a good understanding of the relevant theory and/or empirical research. • Shows a good understanding of the relevant theory and/or empirical research. • Shows a good understanding of the relevant theory and/or empirical research. 		
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Writing Assessment Tasks



Technical questions:

- Give a lot of marks for the first few parts
- Ratchet up the difficulty
- Have a difficult or interpretive final part so that excellent students can distinguish themselves

Tips



- **Tips**
- Don't have too much choice – why not?
- Use short answer questions to test lower order skills and essays for higher order.
- Avoid predictability

More Tips



- **Tips**
- Infrequent assessment encourages irregular work patterns and surface learning
- Use a variety of methods - see various assessment chapters in EN Handbook.
- Use variety within examinations and also questions.
- Avoid testing the same outcomes repeatedly



Can We Avoid Drowning?

MCA

Economics Network Question Bank

<http://www.economicsnetwork.ac.uk/qnbank/>

Technology-enhanced marking

assignment

<https://www.blackboard.com/assessment>

podcasts of answers/common errors

statement banks

Group work

<http://www.economicsnetwork.ac.uk/development>



Can we avoid drowning?

- A report as if to a government minister, World Bank etc.
- A presentation to explain an economic issue to a lay audience
 - e.g. economic impact of the Olympics
- Standardised tick-box forms
- Masterclasses to replace seminar groups
- TA marking
- Blogs



Useful links

- Phil Race's compendium on writings on assessment
<http://phil.race.co.uk/most-popular-downloads/>
- Re-Engineering Assessment Practices
<http://www.reap.ac.uk/reap/ins/index.html>
- Economics Network themed assessment page
<http://www.economicsnetwork.ac.uk/themes/assessment>
- Economics Network Assessment Question Bank
<http://www.economicsnetwork.ac.uk/qnbank/>