

Bringing students to a central role in developing and delivering assessment and feedback

- Have them deconstruct and re-write grids using terms they relate to.
- Have them play a part in broad spectrum essay grids and designing work based learning grids: what is professional behaviour?
- A piñata stuffed with grades: grids that bind the author.
- First taste of receiving and giving feedback.
- Group work, some ideas for fairness.
- Other roles?

Stuart Jolly, Steve Forsythe, David Negus, Tutorial Team, Jody Winter, Michael Loughlin

Deconstructing grids: an issue of language

- Students are shown essay based Grid early in the term and spend a seminar breaking down the terminologies into phrases students are familiar with.
- Then multiple formative feedback milestones used to confirm understanding.
- Minimal summative feedback given.
- Success is cohort specific.

Quick check: what are we asking students to do? Definition:

- Provide a detailed explanation as to how and why something happens
- Give a detailed account of characteristics, properties or qualities of a subject.
- You must provide thorough insight into the main characteristics of a research subject in an objective manner. It is important that you recount or characterise in narrative form.
- What is the word?

How about these?

- Weigh arguments for and against something, assessing the strength of the evidence on both sides. Use criteria to guide your assessment of which opinions, theories, models or items are preferable
- Assess and give your judgement about the merit, importance or usefulness of something using evidence to support your argument.

Where and when is it best to learn this?

- You must provide your opinion or verdict on whether an argument, or set of research findings, is accurate. This should be done in as critical a manner as possible. Provide your opinion on the extent to which a statement or research finding is true.
- The key to tackling these question words is providing ample evidence to support your claims.
- Ensure that your analysis is balanced by shedding light on, and presenting a critique of, alternative perspectives. It is also important that you present extensive evidence taken from a varying range of sources.
- State your conclusion clearly and state the reasons for this conclusion, drawing on factors and evidence that informed your perspective. Also try to justify your position in order to present a convincing argument to the reader.

Deconstructing grids and demystifying assessment : Phase test / Essay in exam

Exceptional First <i>(includes all features of First Class with the additional characteristics listed below)</i>	First High Mid Low	Upper Second High Mid Low	Lower Second High Mid Low	Third High Mid Low	Marginal Fail	Fail Mid Low	Zero
<p>All aspects of the question are answered fully with material clearly derived from sources beyond the lecture and representing the very latest research Correct named examples are used throughout Easy to follow, well written and engaging with no spelling errors</p> <p>The reader feels the question has been answered fully and is now confident to explain in detail to others</p>	<p>All aspects of the question is answered with material clearly derived from sources outside of the lecture and no errors in understanding</p> <p>Correct named examples are used in all aspects Easy to follow and well written with few or no spelling errors</p> <p>The reader feels the question has been answered fully, has an awareness of material far beyond the lecture but wonders what the latest research is</p>	<p>All aspects of the question are addressed with some material showing reading outside the lecture, but this may be varied in level and perhaps just be used in one or two aspects. Equally correct named examples may be used, but not in all aspects</p> <p>Relatively easy to follow but the answer may jump backwards and forwards in the aspects discussed in one or two places</p> <p>The reader feels confident that they understand the answer, and feel that they have learnt more than if attending the lecture alone. They do feel that there are topics better developed than others</p>	<p>No material beyond that taught in the lectures for MSID. All aspects of the question are addressed but some are of lower quality than others, with some misunderstanding shown, although the majority of the topic is factually correct Perhaps one or two named examples, but certainly not for all aspects and some may be incorrect</p> <p>It is possible to follow the flow, but it is disjointed in parts which does affect understanding</p> <p>The reader understands the answer, but it feels incomplete and they would want to speak with the author to clarify a number of points</p>	<p>No material beyond that of lectures in MSID and not all aspects are covered. Mistakes in understanding are common but do not give an entirely wrong impression, more confusing and contradictory</p> <p>It is poorly put together in such a way that hampers understanding. Some bacteria will be misnamed if named at all</p> <p>The reader would be able to glean some facts but certainly want a lot of confirmation where contradictions are present.</p>	<p>There is material here from the lecture (but from no other sources) but unclear understanding shown.</p> <p>Concepts are addressed but it is never certain that correct understanding is shown, and areas are dealt with in vague unsubstantiated statements, suggesting a lack of confidence in the writing</p> <p>Very poorly written, with little evidence of thought given to structure.</p> <p>The reader may well not complete the reading of the piece due to lack of organisation and the lack of clear facts</p>	<p>Considerably less material present than was covered in lectures and serious misunderstanding shown</p> <p>Written in a manner that is very hard to follow. The reader does not feel the question has been addressed at all Spelling mistakes are common</p> <p>The reader knows less or misunderstands more than when they started reading</p>	<p>Answer is incomplete and is in no way linked to the topic</p> <p>The reader will not consider it worth reading</p>

Seizing opportunity to reflect

- In addition to sitting the exam, **you must submit a short (500 words maximum) piece of reflection** about your exam preparation technique to the dropbox by 23.00 pm on 8/2/19
- *(that's one week after the exam!)*
- This piece should explain
- How you went about preparing for the exam, what resources you used, did you work alone or in groups
- How you felt the exam went, and what if anything you would alter in how you prepared for future exams

What does the Client want, what's exceptional and what's professional conduct?

Client Report	Exceptional first	1	2:1	2:2	3	Fail
Client 1 (E.coli 0157)	<p>As first but includes Brief explanation of the chemical basis of MAC SMAC, and agglutination identification of coliforms and 0157.</p> <p>Brief commentary explaining graph results</p> <p>Recommendations, with references for preventative methods to avoid future outbreaks</p>	<p>Individual data for TSA MAC and SMAC data shown with calculations clearly stating cells/ml in location given.</p> <p>Clearly shows which data is used for collated data with correct choice made</p> <p>Graphs and legend showing numbers of bacteria at each location present, well annotated with sd and very clear to the client</p> <p>Recommendations clear as to source of contamination with clear evidence</p> <p><i>Data submitted by agreed deadline</i></p>	<p>Individual data for TSA MAC and SMAC data shown with calculations stating cells/ml in location given.</p> <p>Shows which data is used for collated data with correct choice made</p> <p>Graphs showing numbers of bacteria at each location present, well annotated with error bars (but not defined as sd)</p> <p>Recommendations as to source of contamination with some evidence</p> <p><i>Data submitted by agreed deadline</i></p>	<p>Individual data for TSA MAC and SMAC data shown with calculations stating cells/ml in location given.</p> <p>Shows which data is used for collated data but incorrect choice made</p> <p>Graphs showing numbers of bacteria at each location present but has errors (no error bars, poor labelling) so it is unclear to the reader</p> <p>Recommendations as to source of contamination are brief with little reference to evidence</p> <p><i>Data submitted 2 weeks before deadline leading to staff having to work on other reports first</i></p>	<p>Individual data for TSA MAC and SMAC shown, but incorrect data chosen or calculation incorrect .</p> <p>It is not clear what value was submitted to collated data</p> <p>Graphs are combined or do not contain correct data so that interpretation is very difficult</p> <p>Recommendations are either minimal with no evidence or wrong and based on misunderstanding</p> <p><i>Data submitted the week before deadline leading to extreme pressure on all staff</i></p>	<p>Wrong data chosen for calculation and calculation incorrect leading to false staff data</p> <p>Graph either missing or so badly put together it is impossible to use</p> <p>No recommendations included</p> <p><i>No data submitted leading to weakness in report for all</i></p>

First taste of receiving and giving feedback

Portfolio Evidence (Presentation of Results)

The data here should be provided as appropriate figures and/ or table(s). Are figure/ table titles and legends included and correct? (Graphs are figures, and "This graph shows" is not scientific writing). Are the figures presented professionally? (A photograph of a laminate is not professional presentation of data). Is the evidence (results) supported with information to aid the reader? There should be a paragraph describing these results and support the figures.

NTU grade	Exceptional First	First	2.1	2.2	Third	Fail	Zero
	Exceptional (see Box 1)	E					
NTU grade point	16	15					
Identify a positive point							
Identify a point for improvement							

Reflection (Discussion)

Does this section include a short conclusion about the results? Does it discuss strengths and areas for improvement in relation to the results and evidence shown? Is there an honest reflection of the work presented? Is there evidence of early career planning? The reflection needs to include the importance of this presented evidence to your career. Why have we asked you to do this experiment? Why is it important to learn? Is it something useful in the job that you want to do?

NTU grade	Exceptional First	First	2.1	2.2	Third	Fail	Zero
			Very good	Good	Sufficient	Poor	No merit
			12, 11, 10	9, 8, 7	6, 5, 4	3, 2, 1	0

Tutor section:

The tutor will moderate your work to check that the mark that has been given is fair and accurate.

The tutor can either agree the mark that has been given, or, if they have recognised that the marks are unfair and are not accurate, then the tutor can over-ride the given student mark.

The tutors agreed mark is final.

Non-attendance at the tutorial will result in a penalty as the student has not completed the peer-assessment task. Therefore, the maximum that will be achieved is a Pass (Low 3rd).

Tutor comments

B. Does Tutor agree with student mark? (Y/ N) = _____

FINAL TUTOR MARK AS NTU GRADE (Equivalent) _____

Group work

Group:					
Team member initials	Contribution: Use terms: Little – Some - Lots				
	Background information	Structure	Results	Slide design	Team work

Use this sheet to provide an honest assessment of the contribution of each of your team members. Put the team members initials in the first column and their relative contribution to each section in the next columns.

Other ways to integrate students

- Internship this year: to work on how to use mail merge to release feedback to all second year Microbiology students over 6 modules.
- What is the best way to connect with students over feedback?
- Inviting students to attend Staff Working groups within SST.
- All six working groups have invited students with varying attendance (4 for digital learning and literacy, 11 for course tutorial).
- In May they will work with Badging assessments of workplace like activities.
- Central role in resilience working group.
- **All uses staff and student time. Priorities?**