Co-design of assessment

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Here are some examples of assessment and feedback that students and I have co-designed:

Co-design of individual essay titles
- With set parameters, e.g.
  1. ‘Choose a command word prefixed by ‘critically’:
     • analyse/assess/discuss/evaluate/examine
  2. Choose a topic area:
     • secularism/domestic abuse/learning disability and sexuality/ the ‘underclass’/ lone parenthood
  3. Choose a focus:
     • freedom/equality’ (Deeley and Bovill, 2017: 468)
- With a set framework, e.g.
In light of social and public policy, critically analyse the concept of [choose freedom, equality, or justice] with regard to [choose ONE topic from the course for each question].
- With a list of pre-set questions for students to choose from or re-design

Co-design of individual ‘seen’ exam questions
- With a set framework, e.g.
In light of social and public policy, critically analyse the concept of [choose freedom, equality, or justice] with regard to [choose ONE topic from the course for each question].

Co-design of essay and exam marking criteria

Formative self-assessment of essay and exam to help students make evaluative judgements of their own work using the co-designed criteria and to compare this with the teacher’s feedback.

Dialogic feedback using students’ self-assessment and the teacher’s feedback, this discussion between them can clarify and ‘feed forward’ to improve students’ future assessments.

Dialogic feedback forms with marker’s comments under headings, e.g.
- What was good
- What could be improved in your future assessments
- Response to your specific feedback request

Co-assessment
‘requires the student and teacher to reach a mutually agreed appropriate grade for the assignment through discussion and negotiation which must be supported by evidence and reasoned argument’ (Deeley, 2014: 39)
Example 1: **summative co-assessment of students’ oral presentations.** Students self-assess their presentation and I assess it, using a template with pre-set criteria, tick boxes and space for critical and reflective comments. We each give a provisional mark for the assessment and then I meet each student individually to discuss their presentation and to reach a mutually agreed mark.

To improve the process, the presentations are now recorded. This helps students to assess themselves and allows the external examiner to view them.

This co-assessed grade contributes 10% to the course grade and 2.5% to students’ overall degree classification. The course is 40 credits.

Example 2: **summative co-assessment of students’ active participation.** Using a template with pre-set criteria of completing certain tasks, students must also critically reflect on the quality and extent of their participation, and explain how they have learned from this. I assess each student and together we agree an appropriate mark.

This co-assessed grade contributes 10% to the course grade and 1.25% to students’ overall degree classification. The course is 20 credits.

References

