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

Deeley, S.J. (2017) Using technology to facilitate effective assessment for learning and feedback in higher education *Assessment & Evaluation in Higher Education*, DOI: 10.1080/02602938.2017.1356906.

Deeley, S. J. 2014. "Summative Co-assessment: A Deep Learning Approach to Enhancing Employability Skills and Attributes." Active Learning in Higher Education 15 (1): 39–51.

Deeley, S. J., and C. Bovill. 2017. "Staff Student Partnership in Assessment: Enhancing Assessment Literacy through Democratic Practices." Assessment & Evaluation in Higher Education 42 (3): 463–477. doi:10.1080/02602938.2015.1126551.