

Appendix 1

Assessment Review Checklist

The 11 'conditions under which assessment supports student learning' listed below are derived from a literature review of theory about assessment and learning and from studies of changes to assessment systems and their impact on students and their learning (Gibbs and Simpson, 2003). The 'Assessment Experience Questionnaire' measures students' response to assessment in relation to these conditions. This checklist is for teachers to review their own courses.

Consider a single course or module that you teach and indicate the extent to which these 11 conditions are met by the assessment on that course. Indicate what evidence you have to support your judgement.

		Extent to which condition is met			Evidence to back up your judgement
		Well	Partly	Poorly	
Quantity and distribution of student effort					
1	Assessed tasks capture sufficient student time and effort				
2	These tasks distribute student effort evenly across topics & weeks				
Quality and level of student effort					
3	These tasks engage students in productive learning activity				
4	Assessment communicates clear and high expectations to students				
Quantity and timing of feedback					
5	Sufficient feedback is provided, often enough & in enough detail				
6	The feedback is provided quickly enough to be useful to students				
Quality of feedback					
7	Feedback focuses on learning rather than on marks or students				
8	Feedback is linked to the purpose of the assignment and to criteria				
9	Feedback is understandable to students, given their sophistication				
Student response to feedback					
10	Feedback is received by students and attended to				
11	Feedback is acted upon by students to improve their work or their learning				

Conclusions about what aspects of your assessment support your students' learning well, and which might not:

Conclusions about what additional evidence you need to make confident judgements:

Appendix 2

Assessment Experience Questionnaire (AEQ)

Please answer every item quickly by giving your immediate response. Circle the appropriate column to indicate your level of agreement with each statement.

1 Amount and distribution of study effort

I do the same amount of study each week, regardless of whether an assignment is due or not.

I can be quite selective about what I study and learn and still do well.

I only study things that are going to be covered in the assignments

I have to study regularly if I want to do well on the course.

On this course, it is possible to do quite well without studying much.

In weeks when the assignments are due I put in many more hours.

2 Assignments and learning

Tackling the assignments really makes me think.

I learn more from doing the assignments than from studying the course material.

In completing the assignments you can get away with not understanding and still get high marks.

The assignments give very clear instructions about what you are expected to do.

When I tackle an assignment it is not at all clear what would count as a successful answer.

The assignments are not very challenging.

3 Quantity and timing of feedback

On this course I get plenty of feedback on how I am doing.

The feedback comes back very quickly.

There is hardly any feedback on my assignments when I get them back.

When I get things wrong or misunderstand them I don't receive much guidance in what to do about it.

I would learn more if I received more feedback.

Whatever feedback I get comes too late to be useful.

strongly disagree
disagree
? agree
strongly agree

1 2 3 4 5

5 4 3 2 1

5 4 3 2 1

1 2 3 4 5

5 4 3 2 1

5 4 3 2 1

1 2 3 4 5

1 2 3 4 5

5 4 3 2 1

1 2 3 4 5

5 4 3 2 1

5 4 3 2 1

1 2 3 4 5

1 2 3 4 5

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

5 4 3 2 1

strongly disagree disagree ? agree strongly agree

4 Quality of feedback

<i>The feedback mainly tells me how well I am doing in relation to others.</i>	5	4	3	2	1
<i>The feedback helps me to understand things better.</i>	1	2	3	4	5
<i>The feedback shows me how to do better next time.</i>	1	2	3	4	5
<i>Once I have read the feedback I understand why I got the mark I did.</i>	1	2	3	4	5
<i>I don't understand some of the feedback.</i>	5	4	3	2	1
<i>I can seldom see from the feedback what I need to do to improve.</i>	5	4	3	2	1

5 What you do with the feedback

<i>I read the feedback carefully and try to understand what the feedback is saying.</i>	1	2	3	4	5
<i>I use the feedback to go back over what I have done in the assignment.</i>	1	2	3	4	5
<i>The feedback does not help me with any subsequent assignments.</i>	5	4	3	2	1
<i>The feedback prompts me to go back over material covered earlier in the course.</i>	1	2	3	4	5
<i>I do not use the feedback for revising.</i>	5	4	3	2	1
<i>I tend to only read the marks.</i>	5	4	3	2	1

6 The examination and learning (only to be completed if there is an exam)

<i>Preparing for the exam was mainly a matter of memorising.</i>	5	4	3	2	1
<i>Doing the exam brought things together for me.</i>	1	2	3	4	5
<i>I learnt new things while preparing for the exam.</i>	1	2	3	4	5
<i>I understand things better as a result of the exam.</i>	1	2	3	4	5
<i>I'll probably forget most of it after the exam.</i>	5	4	3	2	1
<i>In the exam you can get away with not understanding and still get good marks.</i>	5	4	3	2	1

Comments you would like to make about the way the assessment affected your learning on the course

Assessment Experience Questionnaire Scoring Sheet

Write in the scores circled for each question and add the six scores for each scale.

1 Amount and distribution of study effort	2 Assignments and learning	3 Quantity and timing of feedback
Total =	Total =	Total =
4 Quality of feedback	5 What you do with the feedback	6 The examination and learning
Total =	Total =	Total =

1 Amount and distribution of study effort

A high score indicates that students study evenly across weeks and across topics, and feel that they have to in order to do well. A low score indicates that students study effort is allocated narrowly to assessed topics and those weeks where assessment takes place, and feel they can get away with this and still do well.

2 Assignments and learning

A high score indicates that students see assignment requirements as clear and challenging, requiring understanding. A low score indicates that assessment demands are perceived as unclear and that assignments are seen as unchallenging and as not requiring understanding.

3 Quantity and timing of feedback

A high score indicates that students perceive that they get plenty of feedback fast enough. A low score indicates that students perceive the feedback to be insufficient to support their learning, and too late to be useful.

4 Quality of feedback

A high score indicates that students find the feedback understandable and useful, explaining both grades, misunderstandings and how to improve. A low score indicates that the feedback is neither comprehensible nor useful, and only indicates how well the student is doing in relation to others.

5 What you do with the feedback

A high score indicates that students use the feedback to guide follow-up learning, to tackle subsequent assignments differently, and to revise. A low score indicates that the feedback has little impact on subsequent studying and learning.

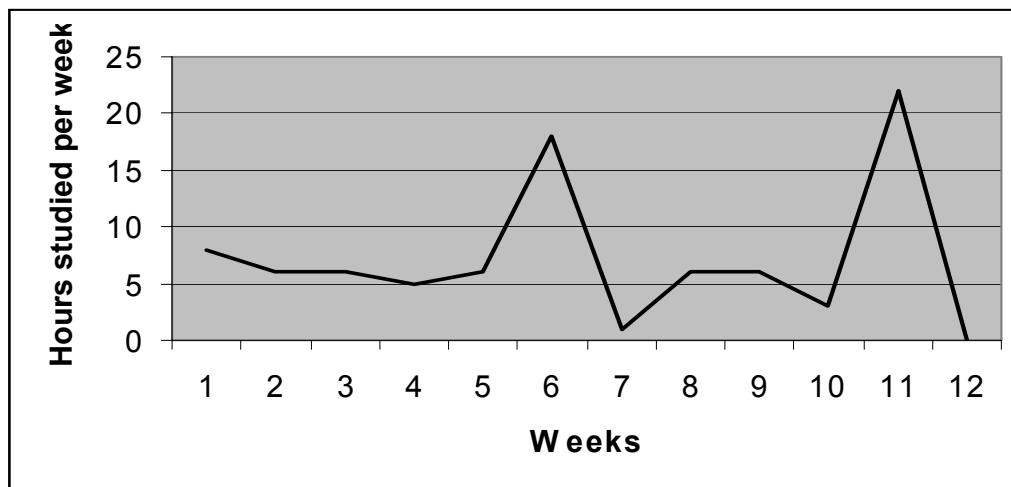
6 The examination and learning

A high score indicates that the perceived exam demands had a positive influence on the quality of learning undertaken during the course and during revision and that the exam itself was a learning experience. A low score indicates that the perceived exam demands encouraged memorisation and subsequent forgetting.

Appendix 3

Distribution of effort

The graph below is an example of a student indicating the way they remembered distributing their total study effort across all the weeks of a course. The study effort includes both in and out of class time. In this case the course lasted 12 weeks and the student was doing three other courses in parallel. The graph shows the weeks along the bottom axis, and the number of hours per week the student studied along the vertical axis. The graph is an estimate – the student didn't keep a log of their study hours, but guessed. Underneath the graph the student has explained why the graph has the shape it does.



Explanation of shape of graph

I attended most of the lectures and labs, and that was usually four hours a week. I didn't do much else except for the report, which had to be in at the start of week 7. That took me a long time and I left it until the last minute so week 6 was a tough one. I used week 7 to do the assignment for another course so I missed the lab on this course that week. I also did a lot of revision in the week before the exam at the end of week 11 but I didn't revise regularly throughout the course. Week 12 was spent on exams for other courses and I didn't do anything at all on this course after the exam. The other hours during the course are a bit of reading and tidying of my lecture notes: an hour or two a week - a bit more at the beginning than at the end so I didn't spend much time on some of the later topics.

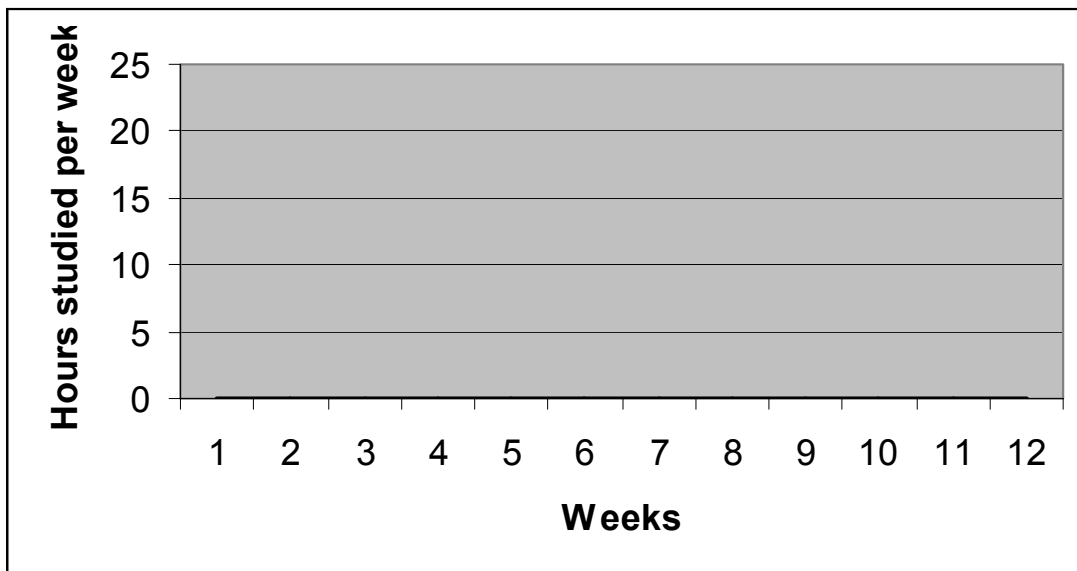
Please complete the second graph, overleaf, to indicate, roughly, how you distributed your total study effort, and then explain why the graph is the shape it is. Please be honest and explain what actually happened!

Distribution of effort

Note for Lecturer: identify on the horizontal axis each week of the course and when assessment took place: assignment deadlines, tests, the exam etc.

Course:

Please draw a graph indicating how you distributed your time across each week of the course. Guess at how many hours a week you spent. The weeks when there were assignments or tests are marked.



Please explain the shape of your graph. Why did you allocate your time and effort in the way you did?

Appendix 4

Codes for categorising tutor feedback comments on assignments

This coding system is for categorising the kinds of feedback written on students' assignments. Each separate comment should be coded. Definitions and examples of each code can be found overleaf, followed by a recording sheet. A fresh recording sheet should be used for each assignment and then data from all assignments pooled.

1. Categories that require coding on student's script, with the frequency summed on tutor profile grid

NB: it is possible for the same comment to be assigned more than one code.

Errors and omissions	Degree of Explanation
E – factual error or misconception	1, 2 or 3
O – omission	1, 2 or 3
I – Irrelevance	1 or 3
C – clarification	
Developing student's skills	
Sm – mathematical	1, 2 or 3
Sc – communication	1, 2 or 3
Se – use of English	1, 2 or 3
Sd – graphical /use of diagrams	1, 2 or 3
Encouraging further learning	
R – reference to resource materials	1, 2 or 3
D – engages student in dialogue	1, 2 or 3
Encouragement and judgement	
Ap – praise for achievement	1 or 2
Ae – encouragement about performance	1 or 2
As – overall summary strengths & weaknesses	1 or 2
Am – marks set in peer group context	1 or 2
An – use of negative words/phrases	
Ac – makes negative judgements	
Feed forward	
F – refers student to next assignment or exam	1 or 2

2. Categories that can be assessed by quick visual inspection

Mark breakdown	How recorded on tutor profile grid
Mark break-down at part-question level	Absent, present in part, present throughout
Mark breakdown within question parts	Absent, present in part, present throughout
Clear what mark represents	Absent, present in part, present throughout
Overall tone	How recorded on tutor feedback profile grid
How personal?	Very personal, personal, impersonal, very impersonal
Use of specimen answer	
How much included	None, part, all
How used	No annotation, minor annotation, major annotation

Explanations of codes for categorising tutor feedback comments on assignments

1. Categories that require coding on student's script with the frequency summed on tutor profile grid

A comment may be allocated more than one code if it fulfils more than one function.

Errors and omissions

<i>Factual errors or misconceptions (E)</i>	<i>Omissions (O)</i>	<i>Irrelevancy (I)</i>	<i>Clarification (C)</i>
E1 – identified only*	O1 – identified only*	I1 – identified only*	C1 – clarifies answer
E2 – correct response provided**	O2 – missing points provided**		
E3 – explains why wrong	O3 – relevance of missing points explained	I3 – explains why material is irrelevant	C3 – clarifies answer and explains

* Comments or coded marks, e.g. cross, tick, omission symbol, NR for not relevant, etc., made on the student's script.

** Where a tutor has keyed a student into a specific part of a specimen answer, please record as E2 or O2 on the specimen answer.

Error Example: comment is coded E2 – An error has been identified, a correct response suggested but there is no indication to student why the student's own response is wrong.

Omission Example: comment is coded O3 – Missing points have been identified and their relevance explained in sufficient detail for student to make the connection between question/task and response.

Clarification examples: 'Your answer could be taken to imply x rather than y' – coded C1. 'Your answer could be taken to imply....because....' – coded C3

Developing student's skills

Score 1 – only identifies weakness

Score 2 – identifies and corrects weakness

Score 3 – explains reasons for correction and/or weakness)

Sm – mathematical skills. A skills weakness is something that does not affect the general validity of an answer. A mathematical error is an action that leads to an incorrect answer.

Examples: adding powers of ten when adding numbers in scientific notation, cross-multiplying incorrectly, citing wrong units in final answer – mathematical errors (code E).

Examples: incorrect number of significant figures/decimal places, omission of units at various stages in a calculation – skills weaknesses (Code Sm) Examples: 'Wrong number of sig. Fig' – Sm1. 'You should have used 2 sig. figs, not 3' – Sm2 'Only 2 sig. figs were appropriate here because...' – Sm3.

Sc – communication skills (clarity, coherence, conciseness of expression)

Examples: 'I don't understand what you are trying to say here' – Sc1 'This point would be clearer if you explained x first' – Sc2 'Explaining x first would show how y works and so make your explanation clearer' – Sc3

Se – use of English (spelling, punctuation, grammar, use of paragraphs)

Examples: 'You need to take more care with paragraph breakdown' – Se1 'You should have begun a new paragraph here' – Se2. 'You should have begun a new paragraph here because...' – Se3

Sd – graphical skills/use of diagrams

Encouraging further learning

Refers students to resource materials

R1 – at component level (e.g. book)

R2 – at component part level (e.g. chapter)

R3 – at level of detail (e.g. page in book)

Attempts to engage student in dialogue (i.e. comments designed to evoke student response/reflection)

D1 – poses question

D2 – poses question and signposts the student

Examples:

'Why?' 'How?' 'What is this for?' = D1

'Why is it important to include x when you are considering y?'/ 'How does x relate to y in process z?' = D2

Feed forward (F)

Provides comments that refer student on to future behaviour, or next assignment, test¹ or exam.

F1 – feeds forward without guidance

F2 – feeds forward with guidance/explains relevance

Examples: 'writing skills will be important for Q3 in the next assignment' = F1 'you will be assessed on your writing skills in Q3 of the next TMA so you should concentrate particularly on your spelling. It might help if you....' = F2

Qualitative assessment of student achievement

Score 1 praise with no explanation

Score 2 explains praise

Ap – offers praise for achievement

Ae – offers encouragement about performance

An – uses negative words/phrases, e.g. 'no', 'not understood', 'poor'

Ac – makes negative judgements, e.g. 'careless', 'need to spend more time'

Examples: 'good', 'well done' – Ap1 'good, you have recognised the crucial link between y and z' –

Ap2 'Your understanding of x is greatly improved since your last TMA' – Ae1

As1 – provides overall *general* summary of strengths or weaknesses (at question level or whole TMA level)

As2 – provides overall *general* summary of strengths and weaknesses (at question level or whole TMA level)

Categories that can be assessed by quick visual inspection

Marks

Scored as 'absent', 'present in part' or 'present throughout'.

Mark breakdown at part-question level

Mark breakdown within question parts

Clear to student what mark represents (e.g. 3/5, not simply '3')

Am – student's score/marks set in context of peer group

(Recorded as: absent, Am1 – qualitative description, Am2 – quantitative description)

Examples: 'you scored well on what appears to have been a difficult TMA' – Am1

'your score was better than the average' – Am1 'your score was in the top 25% of marks for this

TMA' – Am2 'the mean score for the TMAs I have marked is x%' – Am2

Use of specimen answers

Amount used recorded as none, part (of notes) or all.

Degree of annotation recorded as minor (side-lines, underlines, number/letter code keyed to student's script), or major (explanatory comments).

Tone of comments

How personal:

Very personal: student addressed by first name, 'you' used frequently, tutor signs off with first name. On script, student addressed by first name, 'you' used frequently.

Personal: 'you' used frequently

Impersonal: no/little use of 'you', but comments mainly in sentences.

Very impersonal: no/little use of 'you', and comments in single words/short phrases.

Tutor Feedback Record Sheet

Course Assignment
 Tutor's name Student's name
 Assignment score

Code	Errors or misconceptions				Omissions				Irrelevance			Clarification of answer		
	E1	E2	E3	Total E	O1	O2	O3	Total O	I1	I3	Total I	C1	C3	Total C
Frequency														

Developing students' skills																
Code	Mathematical				Communication				Use of English				Graphs/diagrams			
	Sm1	Sm2	Sm3	Total Sm	Sc1	Sc2	Sc3	Total Sc	Se1	Se2	Se3	Total Se	Sd1	Sd2	Sd3	Total Sd
Frequency																

Encouraging further learning										
Code	Reference to resource materials				Engages student in dialogue			Feeds forward		
	R1	R2	R3	Total R	D1	D2	Total D	F1	F2	Total F
Frequency										

Qualitative assessment of student's achievement											
Code	Praise			Encouragement			Summary of strengths & weaknesses			Negative	Judgemental
	Ap1	Ap2	Total Ap	Ae1	Ae2	Total Ae	As1	As2	Total As	An	Ac
Frequency											

	Marks (tick)				Course team specimen answer (tick)		
	Part-Q level	Within Q parts	Clear what mark represents	Marks in context of peer group (text or PT3)		Amount used	Annotation
Absent					None		
Present in part					Part		
Present throughout					All		
Qualitative (Am1)					Minor annotation		
Quantitative (Am2)					Major annotation		

Tone of comments – how personal (tick)
Very personal
Personal
Impersonal
Very impersonal

Note: Reduced to small font for single page printing.