

Group assessment

An ITL professional development session

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Some basics

- Formative assessment
- Summative assessment
- Criterion-referenced: against clearly stated public standards
- Norm-referenced assessment: *vis-à-vis* the achievements of the group

“Collaborative or cooperative learning does not necessarily result in assessment of students in groups. They are viewed as a means of learning, not assessment. It is often the case that students are assessed individually after learning collaboratively.”

(Lejk, Wyvill, & Farrow, 1996)

Start with the end in mind

What is your purpose in doing group assessment?

Benefits of working and assessing groups (Mello, 1993)

1. Group assessments allow the development of more comprehensive assignment than is possible for individual assessments
2. Students gain insight into group dynamics
3. Group assessments develop students' interpersonal skills
4. Students are exposed to other points of view
5. Students are prepared for the real world

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group assessments as being less
labour intensive for them**

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Two issues when 'doing groups'

Assessing groups

- Pedagogical issues
- Choosing what to assess
- Designing how to assess

Using groups

- Group dynamics
- Managing groups
(forming, etc)

There are two assessable components of group work

1. The product(s) of the group working together
2. The processes of the group working together

Here at *The University of Auckland* you must take into account item 2.

How to assess the product(s) of the group working together

You just assess the product(s) of the group

How to assess the processes of the group working together

- Multiplication of group mark by individual weighting factor
- Group mark plus or minus contribution mark
- Distribution of a pool of marks
- Separation of process and product
- Equally shared mark, with exceptional tutor intervention
- Splitting of group tasks and individual tasks

You need to prepare students for self- or peer-evaluation

Students entering Higher Education may not be skilled at:

- Critically evaluating their own work (even with the use of rubrics)
- Critically evaluation the work of others
- Lack the skills necessary for high performance in a team

**Peer marks are likely to agree
with instructor marks (Ashenafi,
2017)**

The student view

Let's set aside (for now) the issue of student satisfaction with group projects and peer assessment.

Students, say peer assessment is:

- A time-intensive process
- Requires non-trivial cognitive work
- Is intellectually challenging
- Creates a socially uncomfortable environment

(Ashenafi, 2017)

**Students don't like assessing
just assigning marks; want to
give and receive detailed and
constructive feedback (Ashenafi,
2017)**

What we do for successful group assessment

Group management

- Well formed teams – not random nor self-selected
- The purposeful creation of good group process
- Ongoing (systematic) feedback between group members
- Intervene and support groups with problems
- Ensure an understanding of the consequences of peer evaluation

Group assessment

- Assess the product
- Use peer feedback, to
 - to distribute fixed marks
 - with descriptive justification
 - multiple times during the process
 - with forced ranking,
 - to get a multiplier (up and down)
 - via Teammates or similar,

Use appropriate transparent marking schemes for everything.

Any questions?