Meta Assessment

Background

This research project has developed from the piloting of a dialogue-based assessment tutorial. Where the tutor(s) and student sit together to evaluate and grade the learner's work.

The pilot was co-designed with students on the first year of the course & responded to both student and staff experiences of assessment. Due to the success of this delivery we are now running this model with years 1 & 2 though out the Design Programme at Camberwell College of Arts.

Old model

– Student hands in all their projects for a unit.

– Tutor assess the work behind closed doors.

– Tutor grades the work & writes up feedback.

Two weeks later

– 1-2-1 Feedback Tutorial

Observations

– Richness of the tutor's conversation about the work.

– Nuances of these conversations were lost in the feedback from verbal-written-verbal.

– The feedback tutorials were less focused on feedback but on explaining the marks.

– Many students complained about the grades.

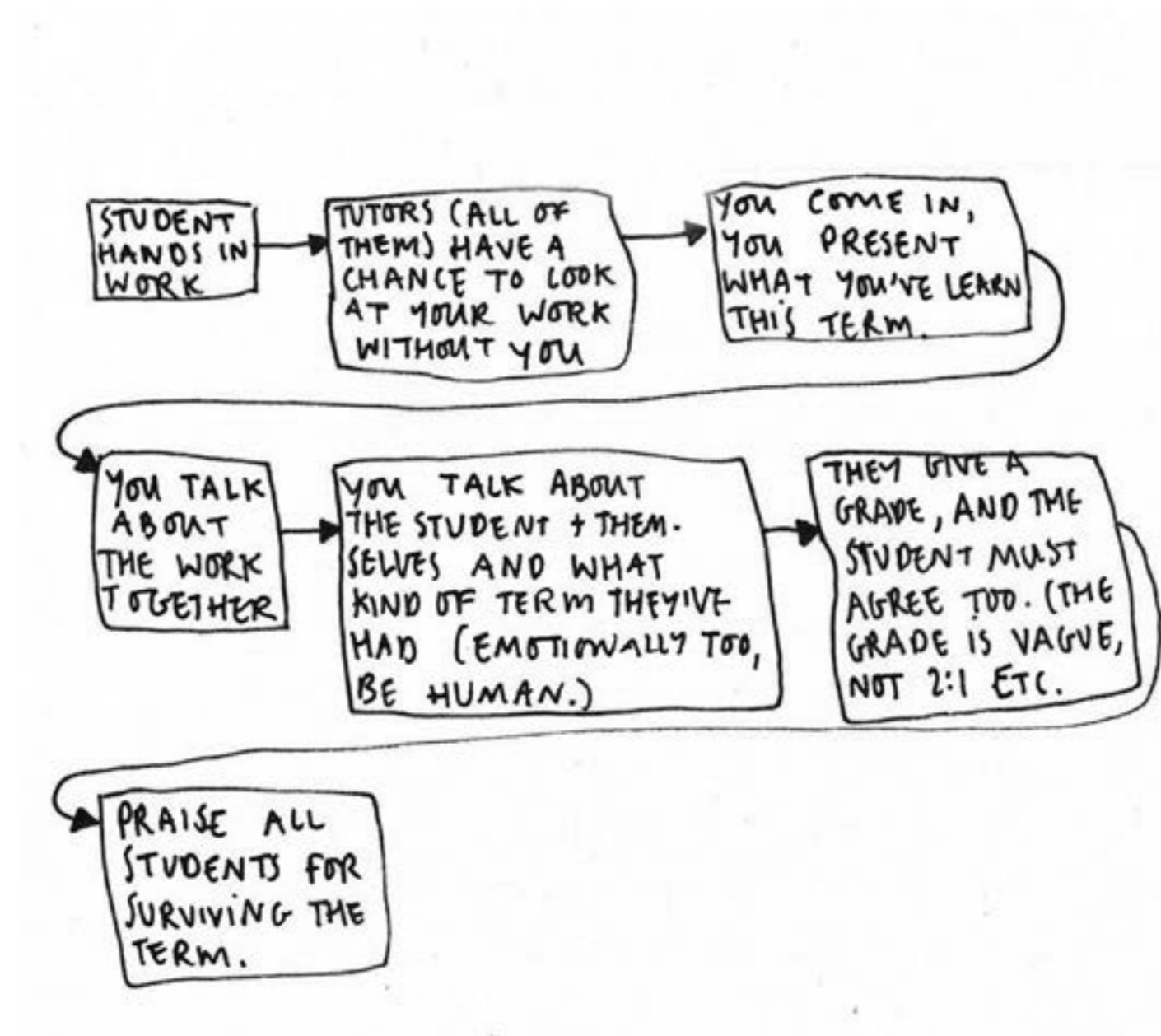– Time consuming, counterproductive.

Student feedback

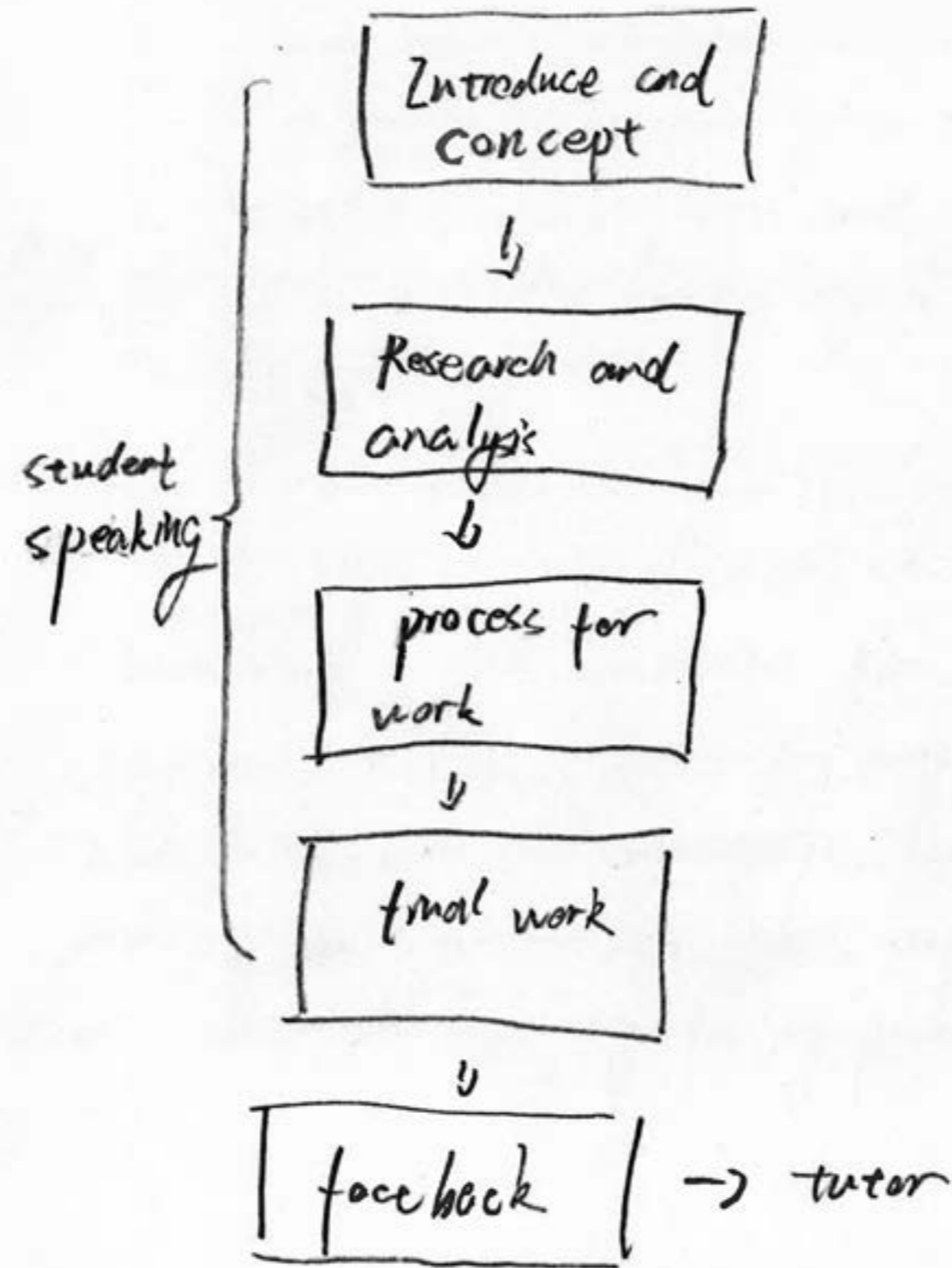"Assessment is being done to us rather than with us"

Co-design

Invited students to sit down & work together to co-design
new models to evaluate learning.

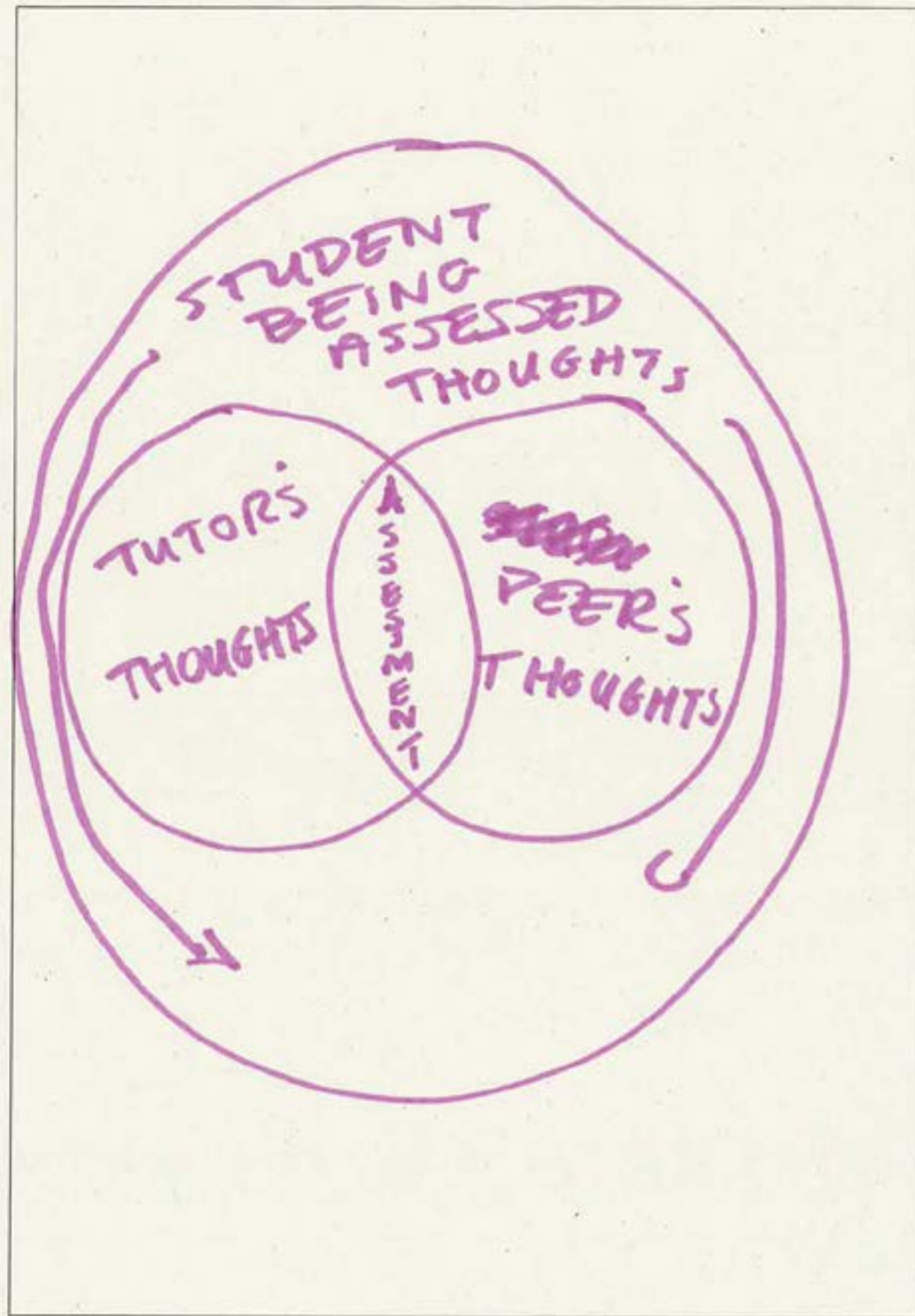# Co-design workshop

Co-design workshop

Co-design workshop

STUDENT BEING ASSESSED THOUGHTS

TUTOR'S THOUGHTS

ASSESSMENT

~~STUDENT~~ PEER'S THOUGHTS

5 MIN PRESENTATION
+
2 PEERS
+
1 TUTOR
+
CONVERSATION

New Model

Dialogic Assesment Tutorials

30 minutes in total:

– Two tutors.

– One Student.

– Student presents their work for 10 minutes Evaluating their strengths and weakness.

– Tutors give verbal feedback for 10 minutes

– Together, the tutors and student assess the work against the marking criteria for 10 minutes

– The focus of the assessment is the dialogue

UAL Marking Criteria

University of the Arts London
Undergraduate Marking Criteria

UALv8 2011 (Word)

Criteria	Fail	Marginal Fail	Pass			
	F	**E**	**D**	**C**	**B**	**A**
1 Research Systematic identification and investigation of a range of academic and cultural sources	Little or no information presented	Information presented does not relate sufficiently to the task; there may be evidence of rudimentary research	Adequate information has been gathered and documented from readily available sources applying standard techniques	Information is accurate, appropriately categorised and from a range of sources	Well informed judgements made of the relative value of connected information from a wide range of sources	Extensive independent research, accuracy, familiarity with the material, and sound judgements
2 Analysis Examination and interpretation of resources	Little or no evidence of examination of source material	Constituent elements may be incorrectly identified; analysis may be attempted but not justified	Key elements within relevant information are identified, but may lack accurate interpretation	Accurate interpretation of the relationships between constituent elements	Accurate interpretation and evaluation of relationships between elements	Accurate and perhaps personally based synthesis and evaluation of elements
3 Subject Knowledge Understanding and application of subject knowledge and underlying principles	Unable to evidence or articulate basic principles and knowledge related to the subject	Limited knowledge of the subject and its development	Evidence of understanding key aspects of the subject context, in current debates and / or historical background. References to some relevant movements / people	Accurate understanding of subject context. References to key movements and people	Accurate, extensive understanding of subject context. Evidence of appreciation of the relative significance of movements and people	Contributes to the subject debate by assimilating knowledge into a personal hypothesis (or elements of / the beginnings of one)
4 Experimentation Problem solving, risk taking, experimentation and testing of ideas and materials in the realisation of concepts	Little or no engagement with alternative ideas and processes	Unable to identify problems; does not understand the purpose of risk taking or exploration of alternatives	Operates within familiar and well established ideas, processes, media and / or materials; some evidence of exploration	Evidence of exploration of processes, media and materials; may lead to potential directions for future work	Evidence of conceptual risk taking / using own analysis to inform further cycles of inquiry and potential future directions	Unfamiliar conceptual territories may be explored
5 Technical Competence Skills to enable the execution of ideas appropriate to the medium	Execution demonstrates poor judgement and very limited command of techniques	Uses limited rudimentary processes exercising little judgement	Skills are adequate to communicate ideas; accepted conventions and procedures are usually applied	Skills facilitate communication of ideas; evidence of checking / testing / finishing; conventions and procedures are used consistently and appropriately	Skills facilitate practice and the communication of ideas; full command of conventions and procedures is evident	Idea and technique are unified. Discernment and judgement are evident. Technical / craft skills may have contributed to conceptual advances
6 Communication and Presentation Clarity of purpose; skills in the selected media; awareness and adoption of appropriate conventions; sensitivity to the needs of diverse audiences	Ineffective use of visual / oral / written communication conventions in the production and presentation of ideas	Partial lack of awareness and observance of conventions and standards; lack of clarity in structure selection and organisation of information; lack of awareness of audience	Conventions and standards are applied; structure is clear; information selection and organisation shows awareness of audience requirements and preferences	Communication media have been selected / used with good judgement; standards and conventions of use have been fully adhered to; decisions show awareness of the audience and the context	The nature and strengths of appropriate communication media have been exploited; information has been selected, organised and presented showing awareness of audience and context	Message and medium are unified with personal style; the communication is persuasive and compelling; it takes full account of diverse audience needs
7 Personal and Professional Development Management of learning through reflection, planning, self direction, subject engagement and commitment	Consistent lack of evidence of reflection or planning for learning. No awareness of personal strengths and weaknesses in relation to task	Sporadic evidence of reflection and planning for learning but not followed through consistently. Incomplete awareness of personal strengths and weaknesses	Evidence that reflection and planning have led to increased subject engagement and commitment. Developing an awareness of strengths and weaknesses	Evidence that a cycle of reflection and planning has been iterative and productive. Actively works to develop strengths and mitigate weaknesses	Reflection and planning is self directed, iterative, habitual and evidenced clearly. Strengths have been built on, weaknesses have been mitigated	Takes full responsibility for own learning and development through iterative cycles of well articulated purposeful analysis and planning, supported by extensive evidence
8 Collaborative and / or Independent Professional Working Demonstration of suitable behaviour for working in a professional context alone, or with others in diverse teams	Does not collaborate with others; unproductive working alone; shows no knowledge of related profession	Collaborates reluctantly; struggles to produce work alone; has unrealistic view of professional life	Awareness of main standards required of relevant profession. Able to work both collaboratively and independently	Aware of and able to meet most standards required of relevant profession in simulated or real professional situations. Productive when working in a team or working alone	Aware of and able to meet most standards required of relevant profession in simulated or real professional situations. May work well in a team, provide effective leadership, and demonstrate a well rounded profile working alone	Integrates a sense of own identity productively into real or simulated professional situations. Can work comfortably as a team member, in a leadership role, or alone

UAL Marking Criteria

Research

Analysis

Subject Knowledge

Experimentation

Technical Competence

Communication and Presentation

Personal and Professional Development

Collaborative and /or Independent

Professional Working

Feedback

ON THE ▮▮▮ I NEVER REALLY UNDERSTOOD HOW I WAS BEING MARKED. SIMILAR TO THE ABOVE POINTS I TOOK A `BLIND FAITH' MENTALITY.

HOWEVER → I REALLY LIKED THE HOLISTIC ASSESMENT ON THE ▮▮▮▮▮▮▮▮▮▮ BA! THE DIALOGUE.

TALKING TO ▮▮▮ ABOUT YOUR WORK + THE MARK SCHEME SIMULTANEOUSLY WAS HELPFUL + I FEEL LIKE I COULD UNDERSTAND HOW + WHY I WAS FALLING INTO CERTAIN CATERGORIES.

Feedback

1st year was great. I really enjoyed having two people asses because it was interesting and beneficial to have a conflict of opinions. In both years I've enjoyed compiling my work and treating it almost a like a project # in itself.

Observation

What we learnt. By inviting students to participate in the process they started to see assessment as being part of their learning experience. The dialogue between the tutor and student was guided to have more emphasis on their learning, future directions and focused less on the grade.

Dialogue & Co-design

At the heart of this model was the richness of the dialogue between the tutor and student in the assessment but also in the space to co-design.

Workshop

This workshop invites academics to sit down & work together to co-design new models of evaluating learning.

On the post-it -note write a question, observation or reflection from your own assessment experiences. (or you can take a provocation from the wall.)

Explore answering this by designing an assessment model.
Write your model up, draw a diagram and give it a name.

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1st Year Assessment – December 1977

student name

tutor 1   62%   2.1

Good drawings (Lance Smith?). Decent performance generally but the drawings suggest that she isn't at full stretch in the sculpture business.

tutor 2

Worked hard at her drawing. Depite a lot of work on her sculpture it never really got off the ground.

tutor 3

Worked well and managed intelligently some of the problems involved. Could have pushed herself harder. Has some sensitivity toward modelling. Satisfactory.

tutor 4   66   2.1

Very good drawings indeed, She has not quite identified in sculpture yet but a hard and good worker.

Year 1 Assessment 1977

I.L.E.A. — CAMBERWELL SCHOOL OF ART & CRAFTS.

DEPARTMENT OF GRAPHIC ARTS.

CONFIDENTIAL REPORT.   SESSION: 197 8 — 197 9

NAME: ████████████████.   YEAR OF COURSE: 3

Assessment Mark for:-

40%	—	49%	PASS
50%	—	59%	2nd Class (LOwer)
60%	—	69%	2nd Class (Upper)
70%	or over		1st Class Hons.
BELOW	40%		FAIL

1. Creative Ability _____
2. Craftsmanship _____
3. Intellectual Abilility _____
4. Endeavour _____
5. Overall Assessment ___66___

REMARKS.

A most interesting water colour artist with a subtle but
clearly defined technique. A good feeling for colours and
a very good feeling for design and composition. She
tends to bend briefs to suit herself, but some of her
solutions have been quite interesting. She obviously finds
it very difficult to sustain an interest in projects she feels
are alien to her way of thinking. On the other hand she is
capable of a very professional and result in terms of
finish and design.

Signed: _____   Date: _____

Jane 1979

Year 3 Assessment 1979

JOINT WORK REVIEW/STAGE ASSESSMENT REPORT   NAME ████████

SUBJECT SPECIALISM S	(1) GRAPHICS	(2) FA (Sculpt)

Standard refers	excellent 1	2	very good 1	2	good 1	2	satisfactory 1	2	unsatisfactory 1	2
Independent research. and study							✓	✓		
Understanding of the material and nature of the two chosen subject disciplines							✓	✓		
Critical development							✓	✓		
Practical management and technical skill							✓	✓		
Written oral communication and presentation skills							✓	✓		
Participation and contribution							✓	✓		
Attendance							✓	✓		

TUTORS ADDITIONAL REVIEW/ ASSESSMENT COMMENTS RELATED TO ABOVE CRITERIA

In both Sculpture a Graphics ████ is
developing ideas which are rich with possibilities.
He needs to step back and think: what is he presenting
the viewer with and how might he develop the
piece further — Seems to return & go round in
circles. — Great possibilities. If he pushes the
visual language further

Think how you might display the presentation
of your ideas they need to be seen as a piece of
visual communication don't leave until I've been brief.

fairly good terms work — has potential
— not fully realized yet.

TUTORS (1) ████   (2) ████   DATE 6/12/95

STUDENT COMMENT

STUDENT ████   DATE 6·5·95

Year 2 Assessment 1995

CAMBERWELL COLLEGE OF ARTS FOUNDATION - 1998-9

SECOND STAGE ASSESSMENT Weeks 11 - 20

STUDENT NAME: ███████████████████

STUDENT GROUP: Group.

AREA TUTOR: ███████████████

SPECIALIST MODULE: Textiles/fashion

CRITERIA CHECKLIST	COMMENT	HIGH 1	2	3	LOW 4	5
REALISATION & TECHNICAL SKILL	Good drawing.			✓		
RESEARCH & ANALYSIS	poor sketch books.				✓	
COMPREHENSION	understands needs lots of help			✓		
ORGANISATION	fairly well organised.		✓			
CREATIVE CONTENT	Interesting ideas good colour decorative work.		✓			
CRITICAL REFLECTION				✓		

GRADES:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
					✓							

DISTINCTION	MERIT	PASS	REFERRAL	FAIL

SECOND STAGE RESULT: Merit . pass . ✳ No deconstructed

Signed Tutorial Staff ███████████████

Date 16th feb 99

Foundation Stage Assessment 1999