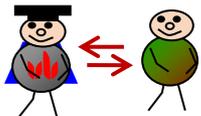


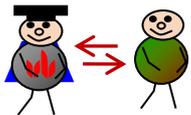
Effective Assessment and Feedback

Marc Conrad



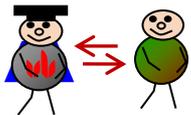
Assessment

- Clear Instruction what is required, including hand-in dates, format, assessment criteria etc.
- E.g. Report:
 - Report about own artefact or contextual? Following a structure? Answering specific questions? Do you expect referencing? Is style, grammar, spelling marked?
- E.g. Artefact:
 - How to submit? Screenshots? Presentation? Demonstration? In front of peers or teaching team only?
- E.g. Group work:
 - Individual marks or group marks? Provide exit route for dysfunctional groups. Alternative if not working in group.
- E.g. Viva:
 - Always do oral assessments with 2nd marker. Provide instructions on what to prepare.



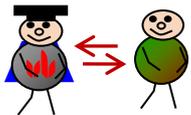
Example - Report

- *“A report that demonstrates that the development of your code went through stages of planning, design, implementation, testing and evaluation. This includes pieces of code and screenshots as necessary.”*
- *“Please note that copying someone else’s code is plagiarism and hence an academic offence. However the following is allowed and encouraged: Asking other students for help, asking for guidance and help in internet forums, use of example code that is available on the internet or in books, use of third-party, open-source Java packages. Any such help must be clearly acknowledged and referenced. Any embedded code which does not originate from you must be clearly marked as such in the source code. If in doubt ask your tutor if and how you can use a particular source. “*



Example – Group Work

- “You have to work as a group of two or three people. If you work alone the maximum grade you can achieve is a C. The advice is to work in a group of two people with three people being the exception.” (CIS007-3)
- “The group project report is developed by the group, and should be built up during the lifetime of the project. [...] It should not only be factual (descriptive), but should also contain reflection on what the group has learnt as the project has progressed. [...] In the exceptional case that a group becomes dysfunctional more than one “group report” may be submitted which will be individually marked. This must be agreed with the tutor beforehand.” (CIS015-3)
- “This will be a group-based assignment, and you will work together in groups of 10. However, although you will be working together [...], the coursework assignment will be assessed on an individual basis [...].” (CIS011-6)



Marking Schemes

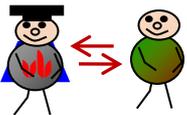
- **Descriptive:**
 - For an A grade: The produced software follows a clear rationale [...]. Sensible use cases have been developed and implemented into software. The code has been thoroughly tested and is properly commented. [...]
 - For a D grade the following features are necessary (examples will be demonstrated in the practical session) [...]

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- **Rubric:**

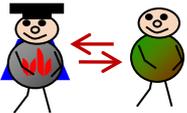
Marking scheme for CIS007-3 Assignment.
Note that this scheme can only be a general guideline.

Task	F-/F/E			D			C			B			A		
	1	2	4	5	6	7	8	9	10	11	12	13	14	15	16
Code <ul style="list-style-type: none"> • XML-RPC (33%) • RMI (33%) 	Little or no understanding of the distributed architecture.			The basic "ingredients" are there and suggest that there is an understanding of distributed computing.			It is obvious from the code that the distributed architecture is well understood.			A good, working implementation of a distributed architecture that follows the specification.			An excellent implementation showing that all aspects of a distributed architecture are fully understood.		
	Code does not even compile.			Code may compile or not.			Code compiles. May produce errors or incorrect results at run-time in certain cases.			Code compiles and is correct. Good comments but also useless comments. CD contains the code in a well organized manner.			Code is well structured and correct.		
	No comments on the code. No disk.			Some comments on the code.			Useful comments on the code.						The right comments on the right place.		
Report (16.5%)	Little or no understanding of Distributed Computing or no additional material included.			The report is included but it is largely unrelated to the code produced.			The report material complements the code, but it is very general and possibly not convincing.			The report relates to the code produced. It is concise and shows the thinking process leading to the submission.			The report shows an excellent understanding in the context of the assignment. It relates closely to the task to do in the assignment.		
Demonstration in the practical session (16.5)	No or unconvincing demonstration			Some demonstration of code.			Basic understanding of Client / Server architecture			Well structured implementation			Excellent Demonstration of all features implemented.		



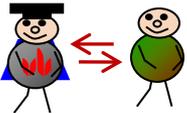
Feedback

- Provide feedback because the students deserve it. Why they fail; how to improve; highlight strengths.
- Can be given
 - Via rubric, annotated on assignment paper, on BREO (University requirement – Beds2Q), orally on the spot, orally in practical session, general feedback in class, individual in practical sessions.
- Publish results of assessments, exams on BREO?



Perception of Feedback

- If a student perceives a problem there *is* a problem. (However the problem that the student perceives may be different from the problem there is)
- *“Why did I get a C+ and not a B?”*
 1. Be happy that the student is confident and challenges your ‘authority’. That’s the kind of independent thinking we like.
 2. Check for administrative errors you might have made (and change grade accordingly).
 3. Provide (more) feedback.
 4. Point out where feedback has been given already.



Thanks, any feedback?