

Improving Assessment & Feedback

Using the Adaptive Comparative
Judgement (ACJ) approach to
deliver peer to peer formative
assessment



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Some challenges



Meeting the demand to deliver:

1. Effective *Assessment for Learning* at scale and with regularity
2. Responsive and personalised feedback

Whilst effectively managing time, resource and cost and delivering a satisfying student experience



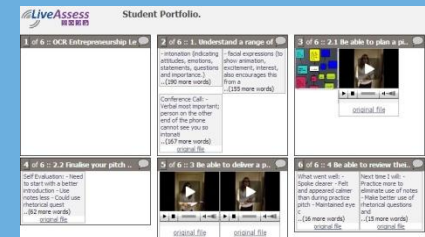
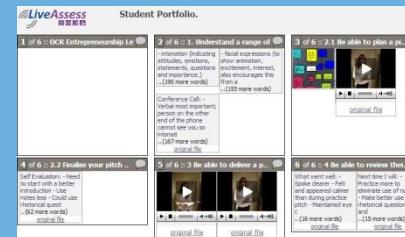
A different approach: ACJ



Developed with academics at the University of London and Cambridge; based on 'The Law of Comparative Judgement' (L.L. Thurstone 1927)

Which is better?

- Multiple judges
- Many judgements
- Consensus



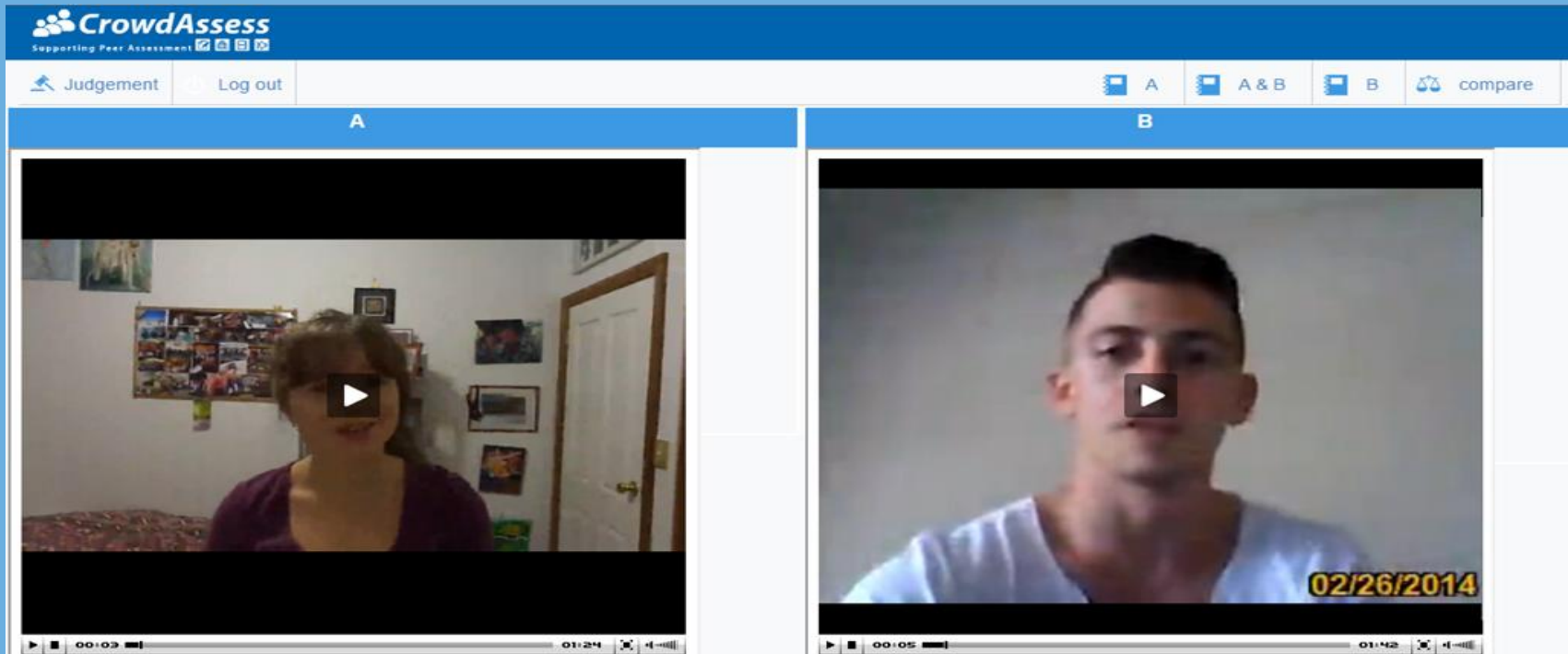
Natural human way to make complex judgements



Student assessment & exposure



Students are presented with a pair of work and are asked to judge which is better



They will see c20 pieces of work/attempts to do what they have attempted



Developing assessment literacy



Students leave focussed feedback against each piece of work

The screenshot displays the CrowdAssess web application interface. A modal window titled "more details and actions for this judgement" is open, overlaying the main content. The modal contains the following elements:

- Header:** "more details and actions for this judgement" with a close button (X).
- Text:** "Here is where you can add notes about each portfolio. This is also where you decide which one is the winner."
- Form Fields:** Two text input boxes labeled "Portfolio A" and "Portfolio B". Below each box is a "save notes" button.
- Buttons:** A "SELECT WINNER" button, and two buttons at the bottom: "portfolio A is the winner" and "portfolio B is the winner", each accompanied by a trophy icon.

The background of the application shows a "Judgement" page with a "Log out" link. Below the modal, there are two video player windows showing student feedback. The left video player shows a student speaking, and the right video player shows a student speaking with a date stamp "02/26/2014".



A wealth of formative feedback



Feedback is captured & collated against each piece of work and fed back to each of the students.

CrowdAssess

Supporting Peer Assessment

About Me

Options

Modera

Edinburgh Award Semester 1

Full portfolio order:

No.	
1st	edinawardjan2015b_B051784-VetPals anon(29390)
2nd	edinawardjan2015b_B052865-ProScience anon(29401)
3rd	edinawardjan2015b_B014697-GeoPALS anon(29147)
4th	edinawardjan2015b_B051784-VetPals anon(29390)
5th	edinawardjan2015b_B052865-ProScience anon(29401)
6th	edinawardjan2015b_B014697-GeoPALS anon(29147)
7th	edinawardjan2015b_B051784-VetPals anon(29390)
8th	edinawardjan2015b_B052865-ProScience anon(29401)

Judgement history for portfolio 29390

1st Feb '15
09:57

Judge
B04900

edinawardjan2015b_B051784-VetPals anon(29390)

Positive Feedback: Throughout your self-assessment you demonstrate good use of clear evidence to support each claim regarding actions taken to improve your skills. This shows a high degree of proactive behavior on your part to improve upon each skill. Constructive Feedback: It would be good if you focused more on what specific lessons your have learnt as a result of your actions taken, or experiences engaged in. This would support your reflections and critical analysis of performance. Also, consideration of the specific contributions that you, rather than the 'VetsPALS' programme has made in terms of 'impact on others', would also support in this.

9.26807

1st Feb '15
09:37

Judge
B04900

edinawardjan2015b_B051784-VetPals anon(29390)

Positive Feedback: Throughout your self-assessment you demonstrate good use of clear evidence to support each claim regarding actions taken to improve your skills. This shows a high degree of proactive behavior on your part to improve upon each skill. Constructive Feedback: It would be good if you focused more on what specific lessons your have learnt as a result of your actions taken, or experiences engaged in. This would support your reflections and critical analysis of performance. Also, consideration of the specific contributions that

9.26807

edinawardjan2015b_B052865-ProScience anon(29401)

Positive Feedback: Good demonstration of self-reflection and learning from experiences, as highlighted for example by your discussion of the value of 'confidence' to generating respect. Constructive Feedback: More of a clear distinction between what actions and progress in skills development has been made as a direct result of your proactive approach to such, versus benefiting from scenarios as they present themselves to you, would help in making clear how you have effectively planned for improvements.

9.92721

Overall, Portfolio A seems to give a stronger case for deliberate actions taken by the individual to improve skills versus simply relying on situations as they present themselves.

YES

Portfolio B demonstrated more consistently, and clearly, the specific actions that they have taken to try and improve upon each skill

YES

Students will receive feedback from c10 peers



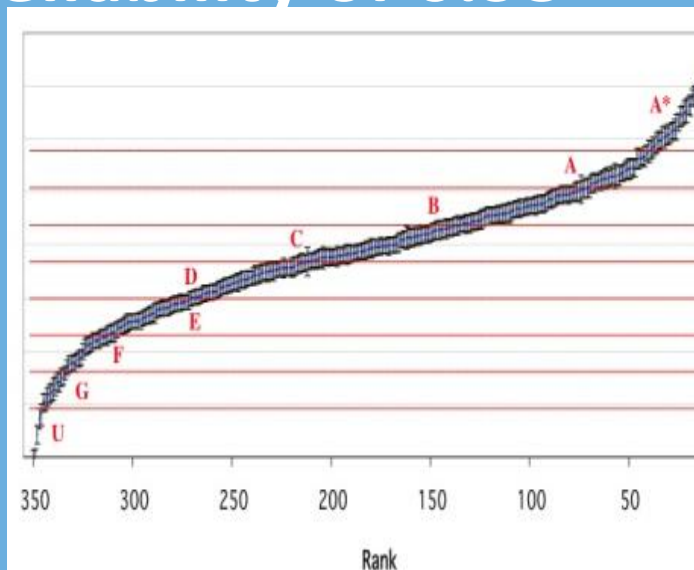
Plus....A highly reliable result



Adaptivity maximises the information from each judgement

Work is dynamically organised into a scaled rank order

Reliability of 0.93+





STUDENT: KARIM DERRICK
ENGLISH PROFICIENCY TEST: 08/06/2014





67 A2



35%



20%

FEEDBACK: "Overall your accent is consistent, controlled and easy to understand."
"You connect your ideas together efficiently and you show a wide range of vocabulary.."
"Relatively few errors and they did not inhibit communication."



Student satisfaction



A student's view on Digital Assess' 'ACJ' based



Briana Pegado, The University of Edinburgh

"one of the greatest learning experiences for me during my academic studies at the university"



Examples of usage



Higher Education institutions and awarding bodies across the world:

- Design, Science, Product Design, Art portfolios
- Essay plans
- Essays
- Precis
- Reviews
- Videos and audio recordings of language speaking exercises
- Melodies and pieces of music
- Exam papers

Improving Assessment & Feedback

Using the ACJ approach to deliver peer to peer formative assessment:

- More effective AFL opportunities at scale
- More formative feedback
- More timely multi-perspective feedback
- Develop assessment literacy
- Improve student engagement with and ownership of feedback
- Improve attainment (+14%)
- Increase student satisfaction

Improving Assessment & Feedback

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assessment**