

Group Assessment, Self Assessment and Peer Assessment Marking Guidelines

Approving authority	University Assessment Committee
Approval date	11 June 2018 (4/2018 meeting) For implementation for Trimester 1, 2019
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Next scheduled review	2023
Document URL	http://policies.griffith.edu.au/pdf/Group Self Peer Assessment Guidelines.pdf
TRIM document	2018/9005076
Description	These guidelines provide guidance on using group assessment, self assessment and peer assessment to measure student performance in a course of study.

Related documents

[Assessment Policy](#)

[Assessment Submission and Return Procedures](#)

[Assessment Types in Use at Griffith University](#)

[Institutional Framework for Promoting Academic Integrity among Students](#)

[Reasonable Adjustments for Assessment – Students with Disabilities](#)

[\[Teaching and Assessing Collaborative Skills\]](#) [\[Group Assessment\]](#) [\[Self Assessment\]](#) [\[Peer Assessment\]](#)

1. TEACHING AND ASSESSING COLLABORATIVE SKILLS

1.1 Context

Working with people that have different skills, experiences, and approaches to the completion of a task is a reality in most industries and workplaces. Providing students with a structured learning experience to develop their capacity to interact and collaborate with others effectively should be included as an element of both teaching and assessment throughout their program of study.

1.2 Definition

Collaboration is a process of shared creation where students working in groups of two or more are dependent on, and accountable to, each member in the group for the purpose of completing a teaching or assessment task.

Collaboration is distinct from peer to peer activities that are defined as forms of student academic misconduct, such as copying and collusion (See Institutional Framework for Promoting Academic Integrity among Students) as it is authorised by the Course Convenor, and is acknowledged as a collaborative or group assessment task within the Course Profile.

1.3 Collaborative Assessment Tasks

Collaborative assessment should enable students to develop and practice critical skills such as communication, conflict resolution, problem solving and teamwork, while also enabling a deeper understanding of a concept or issue that could not have been acquired by working in isolation.

Collaborative assessment activities may include tasks such as collaborative writing, musical composition and performance, group presentations, or other activities requiring the involvement and participation of two or more students. Regardless of the type of assessment task, a key expectation of collaborative assessment is that all members of the group participate equally in the process and can

share in the benefits of collaboration. The outcome of collaborative tasks may be assessed and marked in one or more of the ways set out in sections 2 to 5 below.

2. GROUP ASSESSMENT

Group assessment may be used when students work collaboratively on an assessment task that is submitted collectively. In order to ensure the outcomes of group assessment are equitable and credible, the following mechanisms for allocating marks for group assessment are recommended.

2.1 Shared Group Mark

The group submits one assessment item and where it is impossible to make a distinction between the contributions of individual participants, all group members receive the same mark.

A group mark may be combined with a mark for each individual's contribution where it is possible to make such distinctions. Individual contributions may also be evidenced through the submission of planning documentation or a student's reflections on the process and observations on the outcome.

2.2 Group Contracts

A contract can be developed by group members specifying the component for which they are individually responsible when a group assessment task has distinct components. In this instance marks may be awarded for each separate component or for the task as a whole, with individual marks being awarded on the basis of each member's contribution as agreed in the contract.

2.3 Peer Assessment of Contributions

The submission is assessed against the criteria and standards established for the task. Group members determine the relative contributions of each member and allocate individual marks or allocate individual proportions of a group mark.

Teaching staff can also evaluate the group process on the basis of observation or discussions with students about individual contributions and interactions and allocate individual marks for the contributions of each member.

2.4 Individual Marks

Group activities may be set as assessment tasks for which each member of the group is assessed individually. Marks may be assigned on the basis of observation, a viva, a reflective journal or other account of the process and observations on the outcomes, or statements about the respective contributions of all participants to the process and the outcomes.

2.5 Individual Circumstances Affecting Group Assessment

Any student undertaking a group assessment task that experiences an individual circumstance such as a medical or other condition, which has the potential to disadvantage their own performance, the performance of other group members, or the group as a whole, should notify the Course Convenor before the due date of the assessment task, so that alternative arrangements can be made.

Where it is reasonable to expect that the individual circumstance of the student will prevent the group or collaborative component of an assessment task from being completed, and as a result disadvantage the performance of other group members, or the group as a whole, an extension of time may be granted to the entire group. In this instance, the request for an extension will be granted in accordance with section 3.8 of the *Assessment Submission and Return Procedures*. This approach may be particularly relevant for assessment items where all group members receive the same mark and/or where it is impossible to make a distinction between the contributions of individual participants. Where it is reasonable to expect that the group or collaborative component of the assessment task has been completed at the time a request for an extension is made, and as a result the performance of other group members will not be compromised by the circumstances of an individual group member, an extension may not be necessary. In this instance, documented evidence and/or peer support that the student has made a genuine contribution to group work throughout the group assessment task should be provided to the Course Convenor.

Where a shared mark is not awarded for a group assessment task (e.g. the student submits a personal reflection), and it is reasonable to expect that the group or collaborative component of

the assessment task has been completed at the time a request for an extension is made, the student may apply to the Course Convenor for an extension of time on an individual basis through the standard process outlined in the *Assessment Submission and Return Procedures*.

3. SELF ASSESSMENT

Self assessment is where students are involved in the assessment of their own work. Self assessment may be used to develop students' ability to think critically and systematically about their learning, to develop appropriate criteria and standards and to apply these objectively in assessing their own work in order to facilitate continuing learning. Self assessment may be part of the assessment plan for a course, or included as an exercise in the course work. In order to ensure the outcomes of self assessment are equitable and credible when undertaken as part of the assessment requirements, the following strategies for allocating marks for self assessment are suggested.

3.1 Self Marking

Students are provided with detailed model answers and commentaries for the purpose of developing an understanding of the standards that apply. A marking sheet, on which students comment on their work with reference to the criteria and standards and award a mark, is provided. Teaching staff moderate the responses, maintaining or modifying the marks awarded.

3.2 Class generated criteria for self assessment

Assessment criteria for an assessment item are generated and agreed upon by the class in discussion with the teacher. These criteria are used by each student to develop a self assessment of a task. A staff member marks the assessment task and then considers the self assessment. Marks may be awarded for both the task and the self assessment.

4. PEER ASSESSMENT

Peer assessment is where students are involved in the assessment of the work of other students. Peer assessment may be used to develop in students the ability to work collaboratively, to be able to make constructive assessments of the work of others and respond positively to assessments of their own work. The following strategy for allocating marks for peer assessment is suggested.

4.1 Peer Marking

The assessment task and the assessment criteria and standards are discussed by the staff and students, producing a shared understanding of the learning objectives and marking criteria. Completed assessment items are made available to students who assess the submission with reference to the criteria and standards and award a mark. These marks are moderated by the teacher and the peer assessments are returned with the assessment item. The teacher may also award marks to the assessing student for the quality of the peer assessment activity.