1 WHAT IS THE GOAL OF GROUP WORK?

2 IS THE ASSESSMENT SUMMATIVE OR FORMATIVE?

3 WHO HAS INPUT ON THE ASSESSMENT?

Formative feedback

To expose students to new viewpoints and perspectives on course concepts and get feedback on their own work.

Formative

A. Instructor

Formative instructor feedback is a valuable assessment tool. By showing students their areas of strength and areas which need to be developed, they can achieve a realistic awareness of their own performance level or acquired knowledge.

and or

B. Other Students

Peer feedback can expose students to new viewpoints and perspectives on course materials which they may have not considered. It can be a valuable tool for instructors' own time management and helps students find ways to improve their own work. As well, it provides students a chance to build a sense of class community and comradery.

and or

C. Self

Self reflection can be utilized as an efficient form of formative assessment. By having students check in with their own learning, instructors can have their students engage in metacognition and gain a deeper understanding of course content while being able to analyze their own past performances.

Remember

One particularly helpful aspect of formative assessment is "next steps" which identifies what, specifically, should be the focus for improvement. These next steps provide clear guidelines which can be used as evidence of improvement. While much of this formative feedback can be given orally, it is recommended that any formal discussions be documented so improvement can be documented.

Build teamwork while demonstrating learning

To gain experience in collaboratively creating a product which demonstrates individual learning and teamwork.

Summative

Instructor driven

Option A: Assessment Method

Option A
Single Grade for the Group
Group receives a grade for a task. All students receive this grade.

Example Assessment Process

1. Students are grouped and work on a task.
2. Grade assigned to the product (paper, presentation, report, etc) is also assigned to each member of the group.

Option B: Assessment Method

Option B
Group & Individual Grades Combined
Individual and group performance are reflected in the final grade.

Example Assessment Process

1. Students complete individual parts of the task. (e.g., writing short individual essays, journal entries, quiz, etc.)
2. Students are grouped, compare individual parts, and complete group task, assignment, portfolio, or presentation.
3. Both the individual and group grade are assigned by the instructor. (e.g., 40% individual & 60% group)

Instructor driven with student input

Option A: Assessment Method

Option A
Self-Assessment
Students self-assess their contributions to the team process.

Example Assessment Process

1. Students are grouped and given instructions to complete a task.
2. Each student completes a self-assessment on their contribution to the group process.
3. The group completes/submits the task.
4. Both the self-report and the final product are assessed by the instructor. (e.g., 20% individual & 80% group)

Option B: Assessment Method

Option B
Peer-Assessment
Students assess their peers' contributions to the team process.

Example Assessment Process

1. Students are grouped and given instructions to complete a task.
2. Each student completes a peer-assessment (anonymous or onymous) for each member of the group. Instructor reviews peer-assessments (UAPPOL policy).
3. Both the peer-assessment and final product are assessed by the instructor. (e.g., 20% peer-assessment and 80% group)

Remember

If you intend to summatively assess students' group work (or have students assess each other), it is strongly recommended you build in multiple opportunities for formative assessment throughout the task. This will allow students to understand the path they've taken to reach their final grade. For example, all students must have a "group meeting" to provide each other with feedback about their group contributions before the third week of class.

Develop professional interpersonal skills

To build communication, interpersonal, and team skills within the students in preparation for life beyond their studies.

Summative

Instructor driven

Option A: Assessment Method

Option A
Peer-Assessment
Individual and group processes are graded. Group product is graded.

Example Assessment Process

1. Students are grouped and given a task to be completed in a wiki or google doc. Individual contributions to the product are tracked. Comments and debates among team members are documented through meeting minutes and platform chats.
2. Summaries of individual contributions and group processes are submitted to instructor based on hard data/documentation.
3. Instructor assigns 3 marks: individual contribution, group process, and final product based on rubric. (e.g., 20% individual contribution, 30% group process, and 50% final product)

Option B. Assessment Method

Option B
Group & Individual Grades Combined
Group submission is graded. Individual submissions are graded.

Example Assessment Process

1. Students are grouped and given a task to complete (e.g., case study, assignment, report, etc). Students submit the task to the instructor for a grade.
2. Students individually take a test based on the content of the group task.

Instructor driven with student input

Option A. Assessment Method

Option A
Distributed Grades
Available marks for a task are distributed amongst group members based on their peer-assessed contribution to the group process.

Example Assessment Process

1. Students are grouped, given instructions to complete a task worth, for example, 100 points.
2. Upon completion, the group decides how many points are allocated to each student in the group. A rationale is written to the instructor who makes the final decision about the grade assigned to each student.

Option B: Assessment Method

Option B
Similar Grades
All group members receive the same grade. Yellow and red cards are used to moderate this process.

Example Assessment Process

1. Students are grouped and work on task.
2. A group member may be given a yellow card (warning to participate in the group more effectively) or red card ("remove" the student from the group & is graded 0) by their peers.

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