

Group Assessment, Self Assessment and Peer Assessment Marking Guidelines

Approving authority	Academic Committee
Approval date	22 May 2014 (2/2014 meeting)
Advisor	Deputy Academic Registrar Academic Services academicservices-policy-group@griffith.edu.au (07) 373 57726
Next scheduled review	2018
Document URL	http://policies.griffith.edu.au/pdf/Group Self Peer Assessment Guidelines.pdf
TRIM document	2014/0005118
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	
Reasonable Adjustments for Assessment – Students with Disabilities	
[Group Assessment] [Self Assessment] [Peer Assessment]	

1. 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.

1.1 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.

1.2 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.

1.3 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.

1.4 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. 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.

2.1 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.

2.2 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.

3. 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.

3.1 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.