



University
of Glasgow

Marking Rubrics and Self-Assessment Case Study

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Subject: Management

Class/ course: Management in the Voluntary and Community Sector (MVCS); Level 3 Project Management (PM); postgraduate Research Methods

Student numbers: 24, 16, 39

Technology: Moodle

Learning Benefits:

- Students could critically evaluate their work with the same marking rubric we would use, meaning that they could better learn to evaluate their own work against ILOs
- Students can see more clearly where their own assessment of their work might differ with their lecturers', whether by over- or underestimating their work
- Students were given the opportunity to 'work with' the lecturers (via formative assessment) to calibrate their desired score before the final grade is given
- Students could see more detailed information about where they were doing well and where they were doing less well

Academic staff: Paula Karlsson-Brown & Wee Meng Yeo

The issue

At the start of 2018, course convenors in Management were asked to include a marking rubric for all honours courses, These were prepared by Paula for a Management in the Voluntary and Community Sector (MVCS) course and a Level 3 Project Management (PM) course co-taught with Wee Meng. PGT students Research Methods course had also heard about these marking rubrics and asked if they could have it in their course too, so this was set up (see below).

Following a seminar presentation by Professor Phil Race early in 2018, Paula and Wee Meng decided incorporate self-assessment of assignments into their courses, because Phil suggested that student self-assessment is a key part of the learning process. They decided to include it as part of the existing marking rubric, as an additional voluntarily exercise for those students wishing to take part.

What did they do?

We had already made the marking rubrics available on Moodle. When these were revised to include the self-assessment part a Moodle message was sent out to explain this to students and the self-assessment was also explained in class. We also explained to students that we believed that there would be clear benefits to them from self-assessing their work (see above).

- The honours MVCS course was the only one where the marking rubric had to be included as per department policy (see xxxx)
- In the PM course, the ideas of the marking rubric were included, though in a slightly different format. There already was a marking grid in use for this course from previous years, and this was slightly amended for this year, not under the format of a marking rubric, but including the self-assessment part and the list of ILOs (see xxxx)
- The marking rubric was not used for self-assessment in the RM course as it had so many more students that marking would have been far more time consuming

Marking process

PK-B:

- I read the assignment and marked/provided feedback with the normal spreadsheet as I progresses though the assignment.
- Following marking, I looked at the marking rubric, and colour coded the parts where I felt that the student was meeting the different assignment ILOs.
- At the end, I looked at how the student had assessed, graded and commented about their work.

WMY:

- I read the assignment and marked/provided feedback with the normal spreadsheet as I progresses though the assignment.
- I used the marking criteria document to note each part the student had attempted and how well they had done, by ticking the relevant boxes.
- At the end, I looked at how the student had assessed, graded and commented about their work.

The results

There were two assignments in the MVCS course (Table xxxx):

- 9 out of 24 students did the self-assessment in Assignment 1
- 6 out of 24 students did the self-assessment in Assignment 2
- 4 of the 9 students who completed one for Assignment 1 also did one for Assignment 2
- 5 of the 9 students who completed one for Assignment 1 did not complete one for Assignment 2
- 2 of the 6 students who completed one for Assignment 2 did not do it for Assignment 1

- 8 times staff has gone with a lower grade than the student expected (7 times students had given themselves A grades, in 3 of these, the jump was multiple grade bands down with C and D grades)
- 4 times staff has gone with a higher grade than the student expected (all in the A grade, typically with one band up, 3 of these the students had graded themselves as B1)
- 3 times the staff and student grades match (A4-A1 grades)

Summary of analysis: Really excellent students align quite closely or match up with staff assessment. Really good students seem to hesitate to grade themselves in the excellent range. Poorer students (good and satisfactory) seem to consistently overestimate their performance.

There was one assignment in the PM course

- 7 out of 16 students did the self-assessment in their Assignment
- 3 students hesitated to grade themselves (C-D grades, but their overall assessment was quite closely aligned with the markers)
- 1 student chose A/B (and they got an A5)
- 3 times staff has gone with a lower grade than the student expected (1 jump from B to C, and 2 jumps from A to C)

Summary of analysis: Quite a few students thought that they had done a particular task, but the lecturer disagreed with this assessment. Also, quite a few students assessed themselves as only e.g. good in many tasks, but still suggested an A grade.

What worked well?

- This works with small classes, as it takes longer than marking normally (though not by a huge amount, once you get the hang of it).
- The MVCS version of the marking rubric was better for the self-assessment purpose, as it requires more mental effort of students, than simply ticking a few boxes. Therefore, the learning for them should be increased.
- The marking rubric, with the highlights in colour from the marker, served as a good reminder for why a student got a particular grade, and to help put particular feedback into context, if a student came and queried their grade or feedback.

What would work better?

- The work would be quicker if done by hand in many cases, so the suggestion would be that students submit a copy of their self-assessment with the work, and the staff makes any colour-coding directly on this document. As it were, these had to be downloaded (for the MVCS class) from Moodle, colour-coded, saved, and sent back to the administrator to upload later on, which was somewhat onerous and time-consuming.
- The benefits of this need to be clearly explained, and in a way that students will engage with it.

- The weighting of the marking rubrics should be explained to students, for example whether there is an explicit weighting or not, as this may otherwise cause misunderstanding in students.



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