

Action Research Project



EFFECTIVE ASSESSMENT AND FEEDBACK

The Question



- What is the purpose of setting homework assessments?
 - Consider the reasons for both yourselves and the students.
- Outline any problems you encounter when marking and feeding back on assessments?

Aim



- The aim of my action research was to consider the following:
- Make marking and feedback a more interesting and varied activity for the teacher.
- Make feedback more interactive and encourage the students to ask questions and identify areas of concern they had with their own work.
- Make students more active in the goal setting process.

My Ideas



- General class feedback sheets for more detailed feedback.
- Students taking responsibility for their own goal setting.
- Colour codes to clearly illustrate good practise.
- Encouraging dialogue.
 - Students inserting specific questions individually and as a group.
 - Encouraging dialogue through teacher / student feedback sheets and one to one discussions.

Observations – General Feedback



Teacher

- The general feedback sheets enabled me to focus on specific concerns with the students work, rather than writing the same comments over again.
- Time spent marking was much more efficient.
- I found marking much more interesting

Students

- 26/29 students rated the sheets as useful and liked to see how the class had performed overall.
- Enjoyed being able to see the criteria they had met or not met.
- However some criticised the sheets for having too much information and not always being relevant to them.

Observations – Goal Setting



Teacher

- I felt that the students needed to engage with the feedback in a much more proactive way and actually took the time to read the information given.

Students

- Some students really struggled with setting their own goals and wanted everything to be done for them.
- Although the essay techniques did seem to improve, some despite writing their own specific goals kept making the same mistakes.

Observations – Colour Coding



Teacher

- This gave me a quick and efficient way of identifying good practise.
- An easy method to highlight strengths and weaknesses with students work.

Students

- The students found this really beneficial with 28/29 saying that they found it useful.
- Students used the colours in their own work with no prompting.
- Said that it helped them easily see what was missing.

Observations – Encouraging Dialogue



Teacher

- The specific questions highlighted areas of concern I was not aware of.
- Much more specific feedback, often making me really think.
- Much more varied feedback given.
- Two way feedback, although time consuming, ensured all advice had been provided.

Students

- Majority really valued the feedback.
- Some struggled to think of questions.
- Sometimes felt like a struggle to get students to write their questions.
- All thoroughly appreciated the one to one discussions, but too time consuming.

Performance Improvement



- 92% improved their mark or stayed the same between the 1st and 3rd essay.

Ideas and Questions



- Are there any ideas that you currently use or plan to implement when feeding back on work provided by students?
- Any Questions?