

Feedback framework for peer review of teaching: for the review of assessment practices

1 Assessment providing direction for students' learning

Aligning assessment, learning activities, and objectives

- What **approach** to learning is encouraged by the assessment?
- How are the **learning objectives supported** by the assessment tasks?
- Where appropriate, how does the design of the assessment **encourage** and **reward creativity**?

Informing students

- How is it ensured that **students understand the criteria** which will be used in assessing their work, and the **standards** that will be applied?
- What strategies are used to help students **understand the purposes** of the various assessment tasks?

2 Assessment for measuring students' achievements

- What is the process for **establishing** the assessment **criteria** and **standards**?
- Does the design of the assessment provide opportunities for **all students to demonstrate** their knowledge and skills?
- What mechanisms are used to ensure **consistency** and **fairness** in the assessment of student work?
- Under what circumstances and by what mechanisms are students' **grades reviewed** or **revised**?

This framework is designed to assist the reviewer, triggering observations, questions and consideration during the review process. It is not necessary to specifically address all questions. However, the reviewer should consider each of the five categories.

3 Assessment as feedback for students

Building skills in self-assessment

- How does the assessment help students become skilled in **assessing** the quality of **their own work**?
- How are students encouraged to take **responsibility for monitoring** their own learning?

Providing effective feedback opportunities

- Does the feedback **both identify areas for improvement**, and **provide guidance** on how to improve?
- Are **areas of strength** identified and affirmed?
- What feedback strategies are used to enable students to **draw upon** the feedback to **improve subsequent work**?
- What processes ensure that students can **test their progress** in preparation for high-stakes, summative tasks such as exams?

4 Assessment as feedback for staff

- What strategies are used to ensure that the outcomes from students' assessment **informs subsequent teaching**?

5 Priority criteria

Feedback was particularly requested in the following areas:

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This document is part of a suite of materials designed to support university staff engaging in peer review of teaching. For complementary resources see: www.cshe.unimelb.edu.au

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