

Title: **Marking Time: using rubrics for self-assessment and marking**

Presenter: **Shona Robertson**
University of Devon

Session Learning Outcomes

understand what a rubric is and how it can be embedded within Turnitin and used alongside Grademark, a web based feedback and grading tool within Turnitin.

have an initial insight into our findings on the perceptions of students on the usefulness of a rubric as a self-assessment tool as well as staff perceptions on the efficiencies of marking within Turnitin.

Session Outline

This session will present our initial findings from a small research study examining the perceptions of students on the use of a rubric as a self-assessment tool. I will introduce the mechanics of rubrics embedded in Turnitin before sharing our research question and findings.

I will discuss the range of research which informed the study, a review of rubrics by Reddy and Andrade (2010) suggested there may be real benefits to students' confidence in undertaking assessments through the use of rubrics which were perceived to make the assessment process more transparent and fairer.

The session will tell the, sometimes painful, story of the development of the rubrics and the challenges of introducing this new system, both practical and in terms of the required shift by teaching staff. I will explain the rationale for the form of rubric we chose, explaining how it is linked to grading within Turnitin and some of the benefits and difficulties of doing so.

A key point for discussion will be the changing culture of higher education and the increasing pressure on staff time. How do we maintain high levels of good quality feedback when staffing levels are reducing? Andrade and Valtcheka (2009:12, citing Andrade & Boulay, 2003; Andrade, Du, & Wang, 2008; Ross, Rolheiser, & Hogaboam-Gray, 1999) suggest that criteria referenced self-assessment might provide some of the solution as 'research ...shows that students themselves can be useful sources of feedback via self-assessment.'

The session will be underpinned by reference to the literature which informed the study.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

10 minutes to introduce paper and initial findings.

5 minute presentation using PowerPoint and a live Turnitin demonstration to illustrate the software.

10 minutes for discussion and questions.

Are rubrics a positive way forward?

Building formative feedback into assessment through rubrics.

References

Andrade, H & Valtcheva, A (2009) Promoting Learning and Achievement Through Self-Assessment, *Theory Into Practice*, 48:1, 12-19

Reddy, Y. M. & Andrade, H (2010) A review of rubric use in Higher education, *Assessment & Evaluation in Higher Education*, 35:4, 435-448