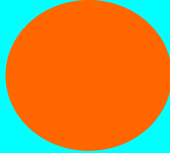
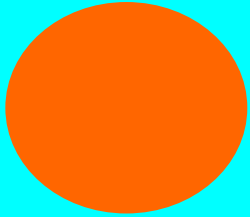


Cascade assessment



Enhancing student learning

Cathy Walsh
Damian Parry
Carl Larsen



Background

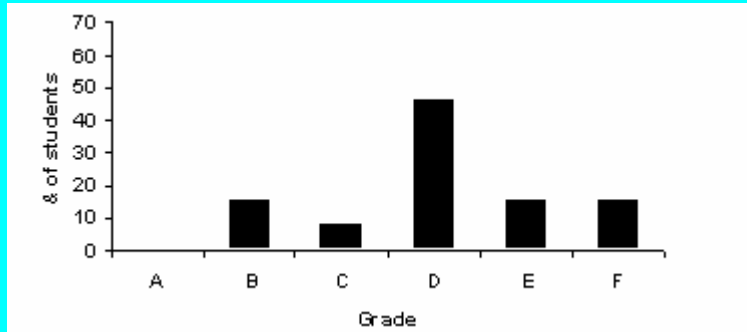
- Students must be able to construct meaning from high quality feedback
- They must be reflective in deriving feed forward from it.
- Formative assessment is often seen as the most productive way to accelerate learning through open communication

Module

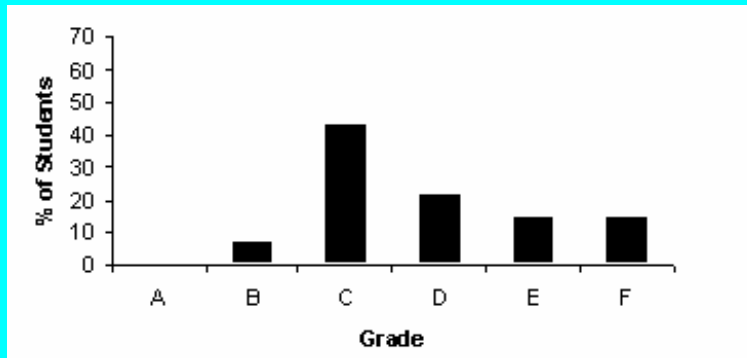
- Second year practically based bioscience module
- 14 registered students
- Year long module; first semester generic laboratory skills; second semester practical specific applying skills

- Varied assessment strategy
- 35% of assessment comprised 3 laboratory reports
- Cascade of 5%, 10%, 20%
- Feedback delivered verbally and in writing through individual appointments in usual class sessions
- Timed to match assessment schedule

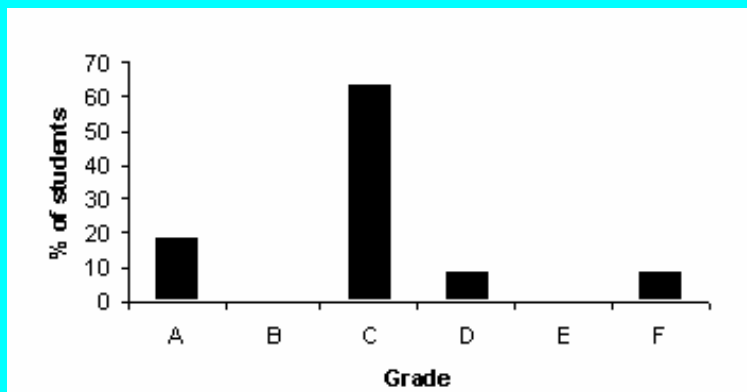
Learning outcome	Assessment Criterion
1	Application of subject knowledge to the practical carried out and to the wider sphere of forensic biology
2	Structure and organisation of practical write up
3	Clear and relevant statement of aims/hypotheses
4	Appropriate data presentation and interrogation
5	Discussion of data
6	Appropriate academic referencing
7	Originality of the work
8	Academic writing including spelling and grammar



Practical 1



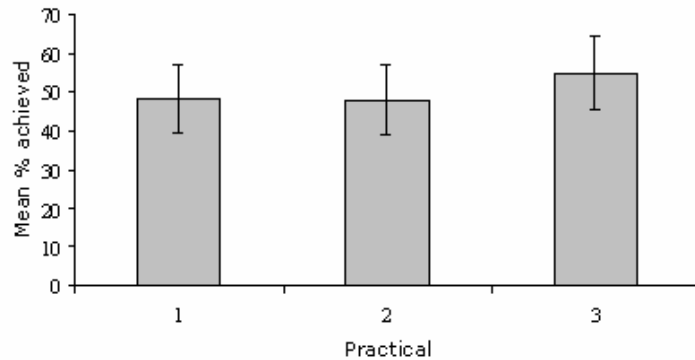
Practical 2



Practical 3

Mean mark achieved

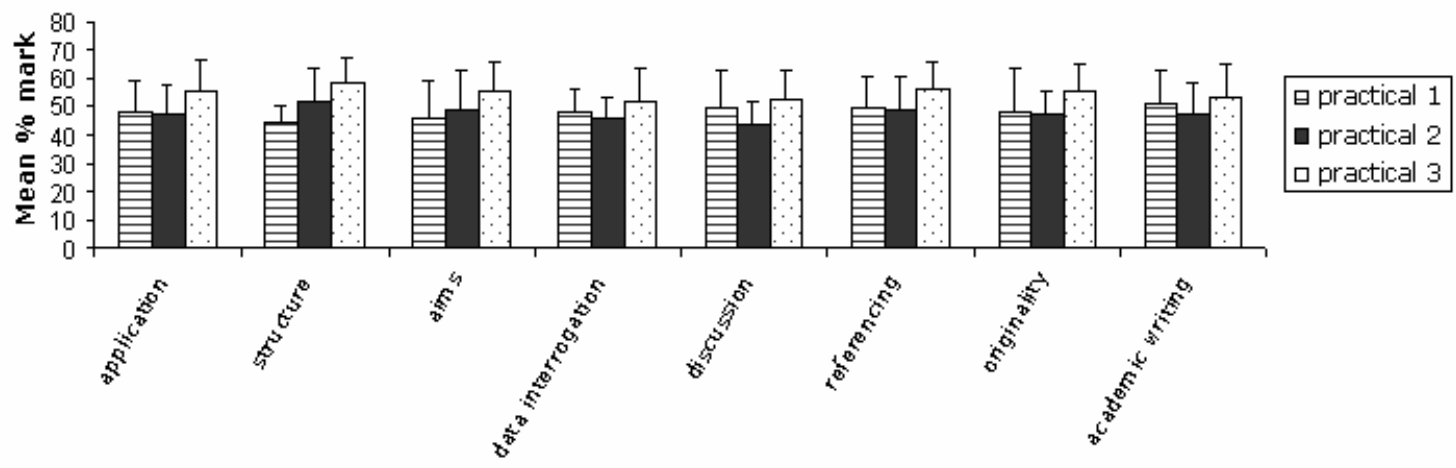
Figure 2



Increased from a grade
D (48%) to a grade C
(55%)

- Successive improvement recorded in application of theory to practical, structure, aims, referencing and originality

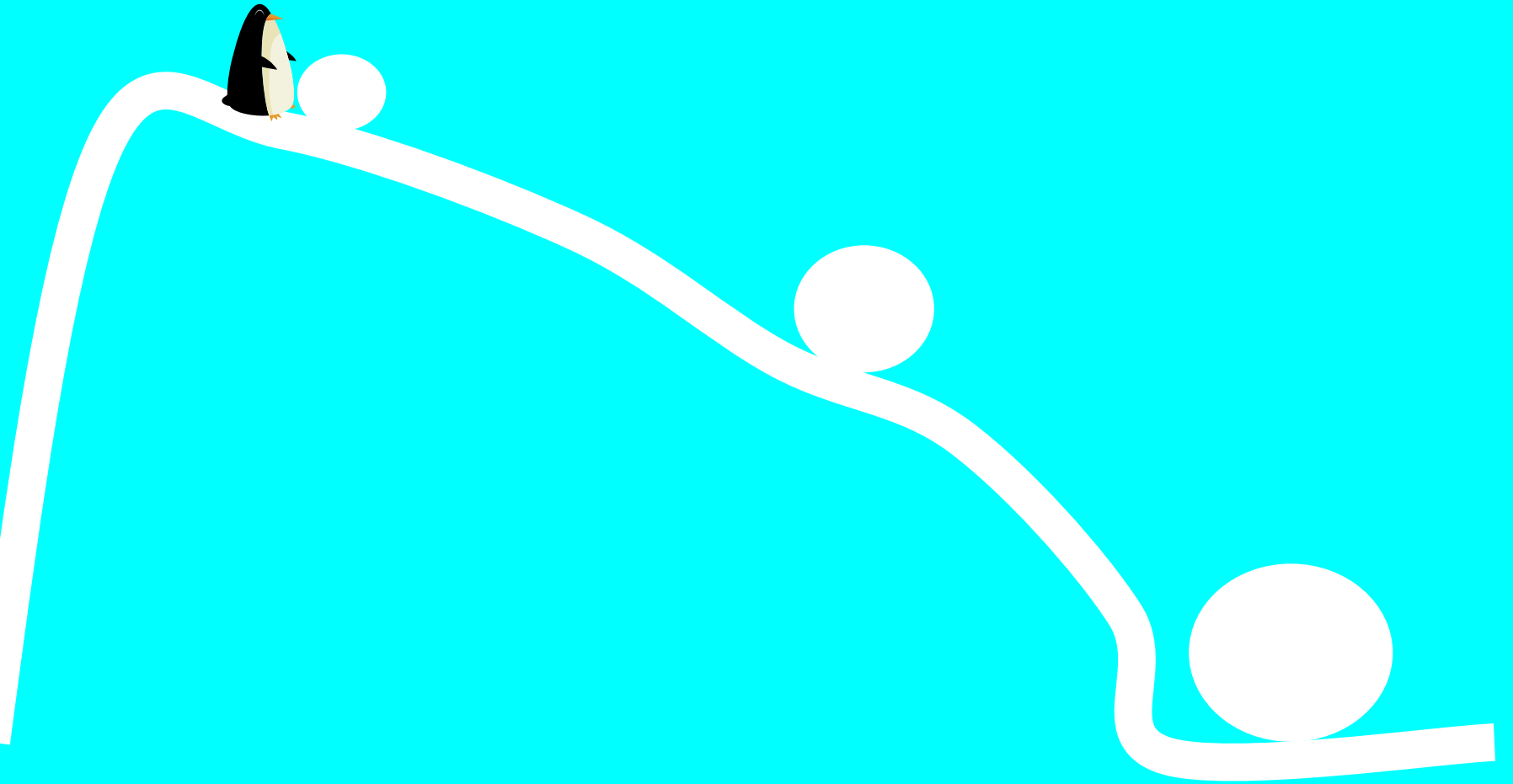
Figure 4



Conclusion

- Significant improvement noted between achievement in practical 1 and 3 but not 1 and 2
- Second order skills are more difficult to transform from feedback
- Formative feedback on summative work is possible if 'cascade' weighting is implemented

Ideally:



reality:

