



Jenny Slaughter - Live Marking - Workshop hand-out

An Overview of the Live Marking Session

Using face-to-face marking can provide a timely and effective method to assess students. From a student's perspective, it can provide immediate feedback and marks on a given activity; from a course leaders perspective it can provide an efficient and effective method of assessment. So, do you use, or would like to use, face-to-face marking in your course?

Below is an example of practice from the School of Chemistry laboratories with the resources used during the session. The hope is that this provides some insight of how you might set up, implement and provide some quality assurance whilst using live marking.

The strengths and weaknesses of the approach and things to be aware of are also outlined.

If you want to implement something similar in your own teaching, or are already doing so, please use the forum below to share your queries, questions and good practice.

If you want to contact me directly, please do so: jenny.slaughter@manchester.ac.uk

A Description of the Assessment Activities in the Lab

The following is an excerpt of information as given to the students

All activities in the lab course are marked out of 100.

Of the 6 reports you submit, the best 5 will be counted towards your final year mark. In total there is a maximum mark of 2500 for the laboratory course for the year.

To pass you must achieve at least 40 % and complete all the laboratory reports.

Failure to achieve 40 % overall in the practical course will result in failure of the whole year.

It is not possible to progress to the next year unless the practical course has been passed.



Your marks and feedback will be collected and returned to you each week.

You will be assessed at three points, before, during and after the laboratory each week; table 1 shows the components you will be assessed on and the weighting of these components:

When assessment occurs:	Assessment criteria / method:	Experiments	Reports	Deadline
Before the lab	Online pre-lab tests	10 %	N/A	9am day of lab class
At the start of the lab	Lab book and preparation	5 %	N/A	10am day of lab class
During the lab	Your lab practice & professional attitude	10 %	N/A	4pm day of lab class
	Your use of the laboratory book	5 %	N/A	4pm day of lab class
	Your technique and the outputs from the experiment	50 %	N/A	Midnight on the day of the lab class (but usually completed within the lab)
	Conclusions & critical analysis	20 %		
After the lab	Written work, including data analysis & presentation	N/A	100%	9am day of the next lab class during term. 5pm Friday during the last week of term (week 12).
	Total	100 marks	100 marks	

Table 1 Assessment criteria and weights for experiments in the 2nd year Laboratory course



Setting Feedback Expectations for Students

The following is an excerpt of information as given to the students:

Feedback will be provided each week, both verbally and recorded on Blackboard. {Instructions for accessing the online feedback are provided with links to help pages for students}

If you have trouble accessing the online feedback, let the lab convener know.

All the feedback should help you to understand why a particular mark was given, and how you could improve your performance and achieve higher marks in the future.

You should use the feedback to improve your performance.

Remember that feedback is a two-way process; it's only useful to you if you read it and act upon it.



Mark Scheme Covering in Laboratory Assessment for Year 2

Component	Maximum Marks & General Feedback				
	0 (0)	40 %	55 %	70 %	100 %
Lab book preparation (/10)	Forgotten lab book and/or not prepared.	Minimal preparation done and/or the preparation completed was not appropriate.	Some preparation carried out but not all of it is relevant to the experiment. Or some important aspects were missing from the preparation. <i>This is the maximum mark to be awarded if more than one aspect is missing.</i>	Preparation evident & relevant to experiment but one aspect was missing (for example no timings planned for the day OR no calculations of reagents required).	Preparation completed to a high standard, relevant to experiment and student clearly understands what they are doing in the lab.
Lab book use (/10)	Nothing was recorded during the lab.	An attempt at recording the experiment but it would be difficult for another person to repeat the work using the information recorded. The record reflects what was meant to be done, rather than what was actually done.	A decent record of the procedure carried out was recorded, with some important points missing (for example observations or calculations not included). <i>This is the maximum mark to be awarded if more than one aspect is missing.</i>	A detailed record of the procedure carried out was recorded, including the majority of important points.	A complete & detailed record of the procedure carried out was recorded, including all the results and experimental observations etc.
Good lab practice & professional conduct (/10)	Unsafe working and/or attitude which caused concern.	Work carried out to a poor standard; multiple aspects were problematic (for example, poor time keeping AND not working cleanly).	Work carried out to an acceptable standard. <i>This is the maximum mark to be awarded if ANY area of the bay is left untidy.</i>	Work carried out to a good standard but one aspect was not perfect (for example, poor time keeping OR not working cleanly).	Work carried out in a timely and professional manner, cleaned their own working area and ensured the communal areas were safe and tidy.
Technique & data outputs (/50)	Marks awarded according to individual experiment being carried out Examples include (but not limited to):				
	<ul style="list-style-type: none"> Melting point determined, recorded & reference data found. IR spectrum recorded & characterisations made, NMR spectra recorded/interpreted. Data tabulated & graph created, including linear regression etc. 				
Conclusions & critical analysis (/20)	No evidence of critical or independent thinking; resulting in poor performance.	Student worked well but was limited to the remit of the experiment.	Student evidenced some aspects of critical thinking OR independent work but these were limited.	Evidence of some aspects of critical thinking AND independent work beyond the remit of the experiment.	Student worked at level expected of student in next year group, implementing critical thinking, problem solving & independent work beyond the remit of the experiment.



A SWOT Analysis of Live Marking

<p>Strengths</p> <p>Various types of activities can be marked: submitted work, observations, Q&A, interview or viva voce etc.</p> <p>Can mark students' progress; allows actual critique of what student is doing.</p> <p>Time saving – can be completed during teaching session.</p> <p>Feedback can be real time and direct.</p>	<p>Weaknesses</p> <p>Who is marking? Necessity for training and support of users where multiple activity types being marked.</p> <p>Progress marking can be subjective – training required.</p> <p>Attitude of marker – if marker is not supportive this could affect student and marking process.</p> <p>Need to consider pressure on student – fear may overcome performance. Consider impact on learning in session.</p> <p>Necessity of training of students' expectations of what is feedback and levels of feedback.</p>
<p>Opportunities</p> <p>Flexible – can be fluid in demands for how and when assessment takes place</p> <p>Variations in assessment criteria or not? What suits your activities best? What suits the students best? Single assessment rubric for multiple activities possible.</p>	<p>Threats</p> <p>Need for technology & working technology!</p> <p>Flexible marking can cause issues – late return of marks and feedback; staff time chasing markers.</p> <p>Change can be time-consuming – set up, training & setting expectations of students.</p>