Peer Assessment Procedure

The University of the People relies upon peer assessment, which essentially means that students will anonymously review and provide a score of each other's work. To ensure that students are receiving a fair assessment, each student's work will be graded or assessed by three of their peers and the average of the assessments will be used as the student's grade.
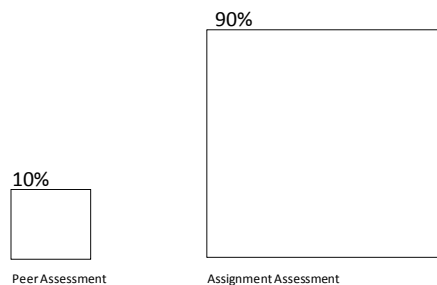
Having three separate assessments also becomes a quality control mechanism. The course instructor will look at the scores of the assessments and in those cases where different students gave very different assessments; the instructor can look at the assignment to make sure that a fair grade is awarded.

The following sections will provide insight into the assessment process for this course and the role that you need to play in it. This process refers only to the assignments. The process does not apply to the peer rating that you are required to provide for discussion questions.

Components of an Assignment Grade

The assignment has two primary grading components. The first component is the grade that you receive for the assignment that you complete and submit. In unit 1, for example, you will have an assignment to complete and you will receive a score for your work on this assignment. This component is 90% of the overall assignment grade.

The second component is the grade that you will receive for completing assessments for your peers. This component is 10% of the assignment grade. The following chart graphically illustrates this.

90%

10%

Peer Assessment   Assignment Assessment

The grading rubric for each assignment in this course specifies several areas (items) or elements, defining the requirements of the assignment. These elements will be used as the standard against which the assignment will be graded. The following is an example from the Unit 1 assignment, which has the following rubric items:

Assignment Grading Rubric

- Assignment documents the relations required for the library system and includes each of the following:
    - Book
    - Borrower
    - BookLended
    - Librarian

- Each relation must define an identifier and its data types that uniquely identifies each tuple

- The degree of each relation must be described

- Each relation must include appropriate information other than identifiers such as attributes and the data type of attributes
  - The book relation includes at least title, author, ISDN number, date of publication, and cost along with the data types that are appropriate to the data
  - The borrower relation includes at least library card #, name, address, postal code, phone number, and date of membership along with the data types that are appropriate to the data
  - The booklended relation includes at least borrower, check out date, return date, book id, librarian
  - The librarian relation includes at least librarian id, name, phone number

To assess this assignment you will have to answer a question for each element in the rubric. Some of these questions relate how COMPLETE the assignment is. Complete in this context refers to the presence in the assignment of the required elements not whether they were implemented correctly.

For example if you were assessing an assignment that required a Book relation to be defined and the assignment included an attempt to define a book relation, you should answer yes to the first question.

In addition to COMPLETE questions, the rubric will also include questions that relate to how CORRECT the assignment is. Correctness is highly subjective so these questions will typically be restricted to questions that have definitive or quantitative answers.

To help you assess each assignment, an example assignment will be provided by the instructor. The example will become available as soon as the submission period for the assignment has passed. The example assignment will provide an example that is acceptable and has all of the required elements of the assignment. The example assignment defines the minimum that is required to get a full score on the assignment. Students may opt to add more detail or functionality in their assignments and this is acceptable. Your task as a peer assessor is to identify if the required minimum elements have been included and then respond to the rubric questions accordingly.

Expectations

The expectations in this course are that students will learn; NOT that they are perfect. If you could complete every assignment perfectly in this course then you might not need to take it. The grading strategy in this course is designed to reward effort. In general, approximately 75% of the items in the rubric are COMPLETENESS items, which is why the COMPLETE dimension of the grade is worth 75% of the overall score and the CORRECTNESS portion is worth only 25%. This has been specifically designed to reward effort and learning. Please keep this in mind when completing the assessments for your peers.

Feedback

This brings us to the next key topic, which is feedback. As previously stated 10% of your total grade will be awarded for your efforts is assessing your peers work.   Your responsibility in assessment goes beyond providing a response to the rubric questions. Your responsibility is to provide valuable feedback to your peer.   Regardless of whether you give a good or poor score on an assessment, you are REQUIRED to provide a short message indicating why.

The following are examples of acceptable feedback:

- Your assignment did not include a 'librarian' relation.
- Your assignment did not specify the degree of each relation
- Your relation did not include any identifier (candidate or primary key)
- I was concerned that the attributes that you selected to be a candidate key would not form a unique identifier for the tuple
- Great definition around the librarian relation and your approach to identify the unique identifier made it easy to understand what was the candidate and primary keys
- Your assignment was very complete and included every requirement of the assignment
- I really liked the fact that you went beyond the requirements to think of other attributes that were important to the assignment

Assessment Process Tutorial

The following steps detail what you must do to submit an assignment and assess the work of your peers.

First, you need to complete your own assignment and submit it before you can assess the work of others. The following screen shot provides a good example of how you should submit your own assignment and the components that are required (please note that this example is based upon Unit 3 from the CS1303 course, but the process and the screen will essentially be the same). It is important to carefully read the rubric and make sure that you have submitted each element that is defined in the rubric.

The second step will be to review the example assignment. The example assignment will be posted in the next unit, under unit solutions. The example assignment, provided by the professor, is the 'benchmark' against which you will compare the assignments of your peers that you will assess.

You should assume that the example assignment represents a well done assignment that should have an excellent grade. Please pay close attention to this assignment and perhaps you should print out the elements of this assignment so that you can refer to them when assessing your peers. Please keep in mind that we are focused more on completeness than correctness and also keep in mind that it is acceptable to complete the assignment differently from the instructors example as long as the required elements of the assignment are included.

The assessment is designed to be as objective as possible which means that rather than using questions that ask you to rank something on a scale of 1 to 5 you will be asked to respond to a series of yes/no, present/not present, or acceptable/not acceptable questions. The following screen shot capture provides an example of the assessment form.

http://my.uopeople.org   CS1303: Unit 3 Stack Develo... ✕

Specimen Assessment Form ⓘ

Assessment
Wednesday, 31 December 1969, 07:00 PM

Element 1: Does algorithm include a method (or equivalent code) to push items onto the stack

Weight: 1.00

Grade: Yes ○ ● No
Feedback: Your Feedback goes Here

Element 2: Does the algorithm include a method (or equivalent code) to pop items off of the stack?

Weight: 1.00

Grade: Yes ○ ● No
Feedback: Your Feedback goes Here

Element 3: Does the Algorithm pushe three items on to the stack?

Weight: 1.00

Grade: Yes ○ ● No
Feedback: Your Feedback goes Here

Element 4: Does the Algorithm pop three items off of the stack and report each time it does so by writing a message to the console?

Weight: 1.00

Grade: Yes ○ ● No
Feedback: Your Feedback goes Here

Element 5: Was the Stack is implemented as either an array or linked list?

Weight: 1.00

Grade: Yes ○ ● No
Feedback: Your Feedback goes Here

Element 6: Is Source code (that can be loaded into the Jeliot tool) for the algorithm is included in the assignment post?

Weight: 1.00

Grade: Yes ○ ● No
Feedback: Your Feedback goes Here

Element 7: Does the source code execute (within Jeliot) and provide the appropriate output?

Weight: 0.50

Grade: Yes ○ ● No
Feedback: Your Feedback goes Here

Element 8: Does the assignment post includes a description of the operation of the algorithm and the description includes an Asymptotic analysis of the algorithm expressed in Big O notation?

Weight: 1.00

Grade: Yes ○ ● No
Feedback: Your Feedback goes Here

Element 9: Is the Asymptotic analysis is correct (does it match the example provided by the instructor)?

Weight: 0.50

Grade: Yes ○ ● No
Feedback: Your Feedback goes Here

General comment: Your Feedback goes Here

[Continue]

ⓘ Moodle Docs for this page

 Keep in mind that these assessments are objective not subjective.   For example if there is some evidence that an attempt was made to implement some required element of the assignment, give credit for it. The rubric questions are designed to assess both completeness and correctness.   Completeness items simply need to be present in some form in the assignment. Correctness is assessed by matching output or answers to those given by the instructor in the example assessment that you will perform. Please either print out or make a copy in some form of the example assessment items so that you can refer to them when completing the three assessments of your peers.

When assessing each peer's assignment, you must provide at least one feedback comment. You are welcome to provide more than one, but at least one is required.   Either you can opt to provide feedback on a particular assessment item or you can make a general comment about the assignment. If you look at the form included above you put your feedback comments in the area that indicates, "your Feedback goes Here".

Finally, that 10% peer assessment score that was discussed at the beginning of this paper is awarded based upon the consistency and quality of the peer reviews that you provide so please take this process seriously.