**Feedback on Bloxham, Boyd and Orr paper**

**Group 1**

* Basing assessment on a student’s previous work or personal knowledge (it is comparative)
  + Rewarding/critiquing/marking down based on other work
  + Personal knowledge of the student, performance, circumstances
* Policy-practice gap (stated vs actual practice) – revisiting and aligning actual policies with actual practice
  + May require adapting to subject-specific criteria
* Anonymous marking – we would expect it to influence, but there isn’t evidence of it
  + Holding people to the same standard vs accounting for differences
  + Surface features can be over-emphasised, maybe clear rubric can help
* Demystifying the process of marking and reassurance that other people are doing it similarly (skim, make a judgment, and justify it)
  + Confidence in our own marking practices

**Group 2**

* In summary - Highlights the gap between UK policy and practice in relation to the use of criteria for allocating grades
  + - assessors made holistic rather than analytical judgements. Then justify the reasons for the holistic decision
    - Three sources of criticisms- Socio cultural, cognitive and empirical
    - Conclusion - Accountability of policies

**Group 3**

* Our practice may not reflect policy
  + E.g. we may notice ‘cues’ (sometimes with explicit reference to criteria) and then allocate ‘banding’; some may then use criteria to refine/inform/defend
* But this may not necessarily be problematic
* Implications
  + May it be more helpful to have QA processes involve more discussion about marking and marking decisions?
  + May it also raise questions for how we frame to students? (e.g. the role of professional judgement)
* Limitations
  + Anonymous marking – the paper was unable to add much here
  + Limited sample with regard to disciplines (and cohort size?)

**David’s points**

* We learn to mark by marking
* Marking as act of connoisseurship, i.e. Knowing what a ‘good’ piece of work looks like/reads like
* Double marking and EE feedback helps us to acquire the know-how of the practice of assessment and feedback
* Concept of assessment literacy, i.e. need to be able to read a module’s learning outcomes and assessment criteria and interpret what’s required