Assessing Oral Presentations

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Overview

- EAC work at CityU

- Issues and challenges in assessing presentations

- Your own experiences and practices

- Evaluating and modifying rubrics

Points arising from EAC work with CityU colleagues

- Most departments use presentations as a key form of assessment

- Not all departments have standardised marking criteria and feedback rubrics

- Not all departments/courses have explicit language criteria for assessing presentations

Some challenges identified in assessing presentations

- Students want immediate feedback on language

- What to mark in presentations?

- How to convey issues and weaknesses in language?

- How to get the right balance between 'language' and 'content'?

What about us?

- With the people next to you (unless they are your colleagues) discuss the following:

- 1) Do you use presentations on your courses?
- 2) How do you assess them?
- 3) What difficulties, if any, do you have?
- 4) Do you give explicit feedback on language and other 'non-content' features?

Some points from the literature

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- Assess specific skills
- Assess individuals
- 'real life' task/skills

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- Issues of reliability and validity
- Can be stressful
- 'real time'

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- Be clear about assessment focus
- Be clear about criteria & weightings
- Be clear about outcomes

Refs: Dryden, Hyder & Jethwa 2003

Key points for us to think about when assessing presentations

- What do we want to assess?

- What do we value and hope for and how does this impact on the assessment?

- How does the feedback feed-forward?

- (Black and Williams 1998; Walker 2013)

Evaluating samples

With the people next to you discuss the following:

Set 1:

- What do you think of the examples?
- Do they assess similar things to you?
- Are they helpful? How/Why not?
- Which could you imagine using?

What are some of the strengths and weaknesses?

Strengths	Weaknesses
• 1)	• 1)
• 2)	• 2)

Evaluating samples 2

With the people next to you discuss the following:

Set 2:

- How do these compare to set 1?
- Are they helpful? How/Why not?
- Which one would you use?

Some things for further thought...

- A full form to distribute in class or, a crib sheet with supporting criteria online?

- Space for comments, or simple check boxes?

- Students given both in advance, encouraged to refer to them, students involved in writing the criteria?

Some additional points to consider

Making use of:

Peer Assessment

- Langan et al 2005,

Increased student attention and participation, strong correlation between student and tutor marks, student marks tended to be 5% higher (see also Falchikov, 1995; Topping, 1998; Hughes, 2001)