

# Teamwork assessment options

Deciding how and what you will assess will be determined by your learning objectives. Ask yourself 'How can I know if students have achieved this objective?'

1. group mark for final product/presentation with a lecturer discretionary component for non-participants, and a right of appeal for dysfunctional teams
  - encourages collaboration and mutual accountability but is not always considered fair by all students
2. individual mark for sub-task
  - allows for differences in ability
  - is fairer for students who contribute more
  - diminishes plagiarism
  - concentrates on discipline content
3. peer assessment mark for contribution to group processes
  - students must justify mark given against the criteria
  - saves lecturer marking time
  - see next page for peer assessment notes
4. individual mark for self-reflection on team processes
  - enhances learning of team skills (what went well?, what could have been done better?)
5. group mark for group assessment of effectiveness of the team
6. for a research project shared between two or three students 60% could be allocated to subject content with a percentage for items such as
  - individual research
  - relevance of information
  - synthesis of the parts of the analysis
  - conclusions and referencing
7. using online private discussion groups 40% could be allocated for evidence of such activities as
  - planning time and milestones
  - allocating responsibilities
  - supporting team members
  - monitoring progress and accountability
8. assessment of team activities in the workplace or community groups, can use journal notes of a planned activity including planning, implementation and result, to prepare a written reflection for submission, of the success of the activity and of the team processes that occurred to achieve the outcome. Students collect evidence to support their reflections.

Developing detailed marking criteria will simplify the marking task.