Perceived efficacy of assessment exemplars
I would like to acknowledge the traditional custodians, on whose land we meet today and pay my respects to the Elders both past, present and future.
The Study

• Self funded one semester study
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Use of exemplars

Assessment exemplars are used in a variety of educational contexts as a formative tool to guide students to what is valued by assessors in a specific assessment task, in short, as examples that illustrate typical dimensions of quality.
Definitions

• The word exemplar is defined as “key examples chosen so as to be typical of designated levels of quality or competence” (Sadler 1987, p. 200).

• Carless and Chan (2016, p.1) define exemplars “as carefully chosen samples of student work which are used to illustrate dimensions of quality and clarify assessment expectations”.
Definitions

• Exemplars offer an “embodiment of standards” (Sadler, 2005, p.190).

• Similarly, Bell, Mladenovic and Price (2013) defined exemplars as “illustrations of assessment standards in practice”
USE OF EXEMPLARS ACROSS THE COURSES
Research questions

1. Do students value exemplars?
2. How often are they accessed by students?
3. How do assessment exemplars assist students in determining quality?
4. What kind of exemplars assist? (i.e. annotated exemplars or un-annotated exemplars)
5. Do exemplars from all achievement standards support student learning?
Qualitative responses

We analysed the responses and identified the following broad themes and representative comments from students following their experiences with the use of exemplars.
Application to practice

Students value:

• exemplars both as general and specific guides
• the exemplars as supplements to the criteria sheet and task guidelines.
• guidance given in relation to the layout, format and structure of the assignment.
• tangible examples to discuss academic literacy and referencing requirements.
Application to practice

In general:

- Exemplars were used a starting point for “feed forward”.
- Exemplars provided a tangible target to meet, as a benchmark or a source of comparison.
- Conversely, there were students who did not find the FAIL exemplars useful, they did not assist their learning, were demotivating and distracting.
Questions

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