ISyE 6414 Regression

Homework Structure, Student Expectations & Peer Assessment Framework

Homework Structure

The common three components of the homework assignments include True/False, Multiple Choice, and an open response Peer-Assessment.

The True/False and Multiple Choice Quiz: in Canvas, this part of the homework assignment is called a Quiz. Please know that it is not timed. Once you open the Quiz, you are able to print it, work on it, exit, and return to it at any point within the homework window, typically two weeks. Students have one attempt in taking the Homework Quiz. Quiz's are automatically graded by the system when the student selects Submit. Students will see their responses and the correct answers when the solutions are published, typically one hour after the due date.

This course utilizes the peer assessment and peer review process for homework assignments. The Peer Assessments have two parts.

The first part is the student's initial response to the assignment. Students will submit a file with the answers for each of the questions in each of the sections, including the plots and models used, calculations, conclusions and requested R-code. To accomplish the inclusion of these elements, students are required to use R-Markdown for coding, https://rmarkdown.rstudio.com/, which, when knitted or rendered, enables the Peer Assessment response to be submitted in a knitted report (html, word or PDF). Using Jupyter Notebook to create the HTML, Word or PDF document would also be acceptable. Additionally, please note that you must use R version 3.6.X and above, i.e. version 4.X is also acceptable.

The second part is a peer student's review and scoring of these assessments. For the Peer-Assessment, peer students review and score other student's submissions. Grading matrices accompany the assignments and match the solution documents. Scores in the matrices are based on the completeness and accuracy of the responses, including the plots and models used, calculations, conclusions and requested R-code.

Due Dates & Grading Policy:

The student's initial submission of the Peer Assessment is due on the same date/time as the True/ False and Multiple Choice.

Students who do not submit an initial response for the Peer Assessment by the due date will not be prompted to grade any Peer Assessments, and will receive a zero grade for the Peer Assessment portion of the homework.

Students who do submit the initial assignment before the due date will typically have 5-days to grade their assigned Peer Assessments. Students who do not submit the graded assessments before the deadline will receive a zero on their own Peer Assessment. Students who grade their peers in advance of the published solutions will receive a zero on their own Peer Assessment.

Solutions & Scoring:

Solutions to the peer assessments will be published after the due date for the assignment. It is expected that peer reviewers will follow the published solution document in grading the Peer-Assessments.

Please review the student expectations for peer review grading and peer review comments below. Overall, we ask that you score with accuracy. When grading your peers, you will not only learn how to improve your future homework submissions but you will also gain deeper understand of the concepts in the assignments. When assigning scores, consider the responses to the questions given your understanding of the problem and using the solutions as a guide. Moreover, please give partial credit for a concerted effort, but also be thorough. Add comments to your review, particularly when deducting points, to explain why the student missed the points. Ensure your comments are specific to questions and the student responses in the assignment.

Lastly, if you are not happy with the peer-review grade or have concerns with comments from your peers, please send the instructors a note in piazza explaining your concern. If a re-grade is warranted, please know that the full paper will be re-graded, not just the question of concern. Your re-grade score will become the final grade for the assignment.

Student Expectations - peer assessment grading and peer assessment comments

Adapted from Science Education Resource Center (2016): Guidelines for Students, Peer Review
https://serc.carleton.edu/introgeo/peerreview/tips.html

- Await the solutions to be published before you start your peer review activities
- Before you make your first score, read through the solutions document
- Make sure you allow enough time for you to read the assessment thoroughly and respond thoughtfully
- Be rigorous, point out the strengths as well as the weaknesses of the assessment
- When assigning scores, comment on the reasons why points were reduced. Be considerate and offer suggestions, not directives.
- Comments should be appropriate and constructive. There is no need to be rude. Be respectful and considerate of the writer's feelings (for example, terms such as “lack of effort” or “you don’t have much work to show for all the time you spent” are not constructive, and are oftentimes hurtful and offensive.)
- Be sure that your comments are clear and text-specific so that your peer will know what you are referring to (for example, terms such as "unclear" or "vague" are too general to be helpful).
- As a reader, raise questions that cross your mind, points that may have not occurred to your peer
- Be careful not to let your own opinions bias your review (for example, don't suggest that your peer resubmit the assignment just because you don't agree with his/her approach).
- Reread your comments before submitting your review. Make sure your comments make sense and are easy to follow.

Peer-Assessment Framework

Adapted from
Wride, M. (2017): Guide to Peer Assessment. Academic Practice, University of Dublin Trinity College https://www.tcd.ie/CAPSL/

The capacity to provide quality feedback to peers is a fundamental graduate skill. In giving and receiving feedback and in evaluating and reflecting on learning, students will 'learn how to learn' from and with each other.

Why use peer assessments?
In addition to helping the instructors with grading assignments, peer reviews offer student's various learning opportunities:

- heightens the capacity for judgement and making intellectual choices
- encourages collaborative learning through consideration of what constitutes 'good work'
- students gain a more sophisticated understanding of the gaps in their learning
- promotes ability of students to give and receive feedback, an important part of work contexts
- motivates students to have a 'sense of ownership' of the assessment process
- reduces the power imbalance between teacher and students
- students become active participants in a 'community of practice' and gain an identity within this community

To assuage concerns about quality in terms of effectiveness, acceptability, fairness, validity, reliability, accuracy and value of student assessments, we use the following framework:

- clear scoring criteria, aligned with the learning outcomes
- using anonymity of assessors
- having multiple assessors for each submission
- inspection of scores and reading of all comments by instructors
- moderation of student issues with assessments by instructors