

Project Title:

Peer Evaluation of Assessments without Grading: A Pilot of Adaptive Comparative Judgment.

Project Summary *(150 words maximum)*

This proposal builds upon the well-established benefits to learning that accrue from encouraging student learners to review their own and others' work, i.e. self- and peer-assessment. In contrast to other approaches that essentially train novices to be able to provide expert feedback (such as calibrated peer-review), we take a different approach, based on a longstanding psychophysics principle known as the Law of Comparative Judgment (Thurstone, 1927). Expressed simply, this principle states that humans can reliably make comparative judgments as to the relative quality of one of a pair of artifacts compared with the other. We apply this principle in the context of students providing comparative judgments of the quality of each other's text-based answers to particular assessment questions. The proposal seeks development funding to extend the capabilities of a proof-of-concept software prototype developed in Summer 2013, and proposes pilot implementation studies in early-years undergraduate courses in mathematics and English.