



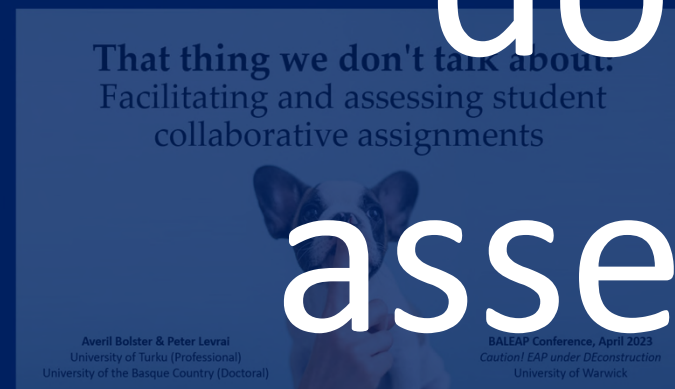
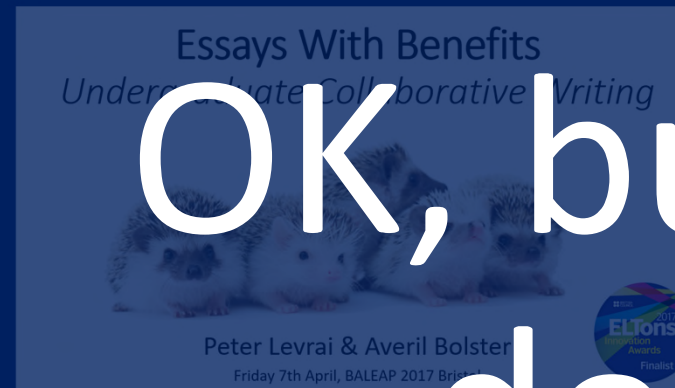
Loosening the Gordian Knot of collaborative assessment

Dr Peter Levrai
University of Turku

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Getting to today

- I've been talking about student collaboration at BALEAP since 2017.
- One question was always asked.
- Answering that became the focus of my PhD.



OK, but how
do we
assess it?

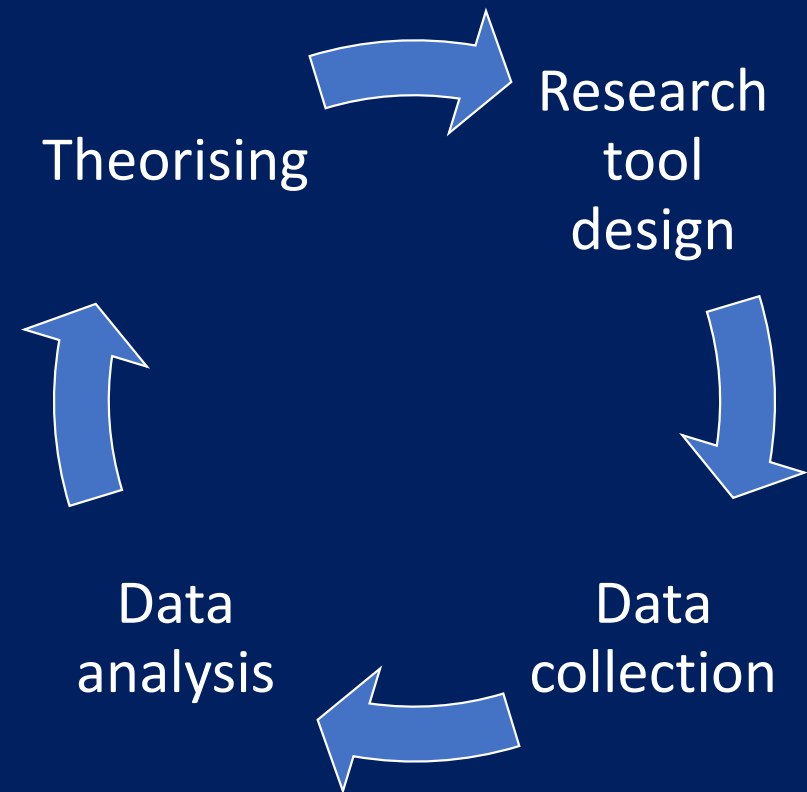
Available at <https://developeap.weebly.com/research.html>

It's a good question to ask

- The assessment of collaborative assignments is ... problematic (Berry, 2007; Strauss & U, 2007; Strijbos, 2016).
- When collaborative assessment is discussed in the literature, the focus is generally on formative rather than summative assessment.
- So the short answer: **nobody really knew**

The research process

- Followed a constructivist Grounded Theory approach (Charmaz, 2014).
- Iterative process of
- 4 cycles of data collection, 4 cycles of coding, extensive memoing and diagramming



Who was involved

20 experienced (average 10-15 years)

Well-qualified (majority MA, minority PhD)

EAP professionals working in 15 institutions

Across UK, Europe, Middle East and Asia

Pre-interview task

- A task preceded an in-depth interview.
- Participants were asked to evaluate different models for assessing a collaborative assignment.

The collaborative assignment

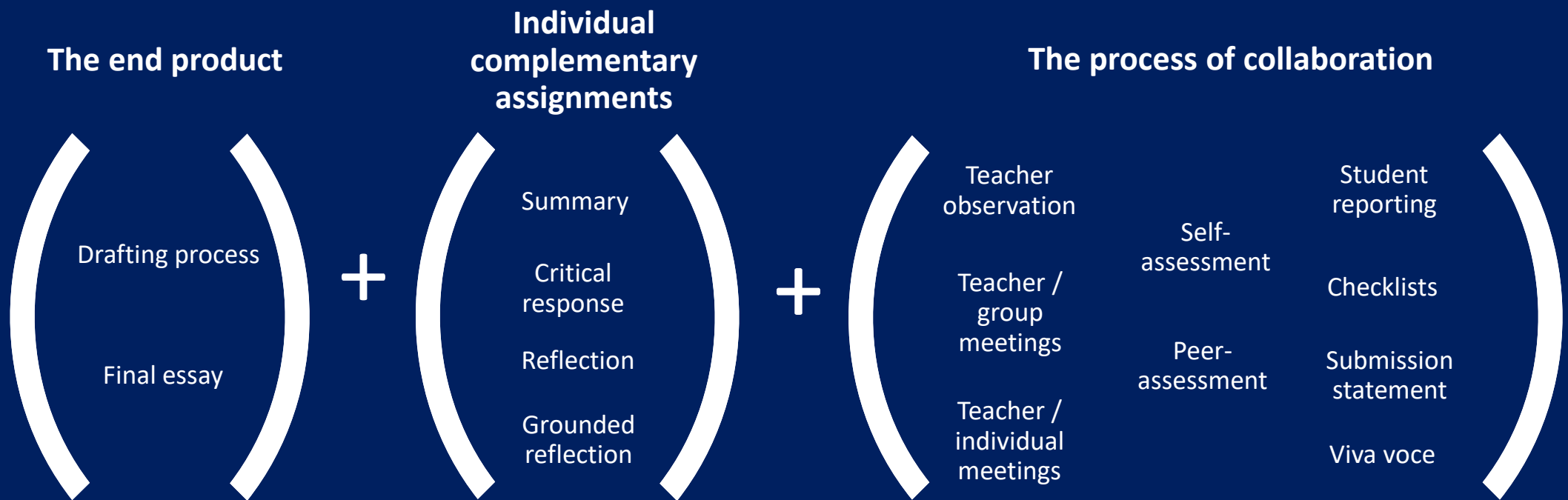
Students work in a group of 3

Writing a group essay together (1,500 words)

The writing takes place in a shared online document

The product (the final essay) receives a grade of 70%

Possible assessment lenses to evaluate a collaboration



Possible assessment lenses

Discussing collaborative assessment schemes

- The pre-interview task was to prime the participants for qualitative discussion but they gave each model a star rating.

Model A

Group grade



Model B

Group grade +
individual
complementary
assignments



Model C

Group grade +
individual
collaboration
grade



Model D

Group grade x
weighted
collaboration
grade



Main outputs from the research

Theoretical

Collaborative assessment
identity

Collaborative assessment
archetypes

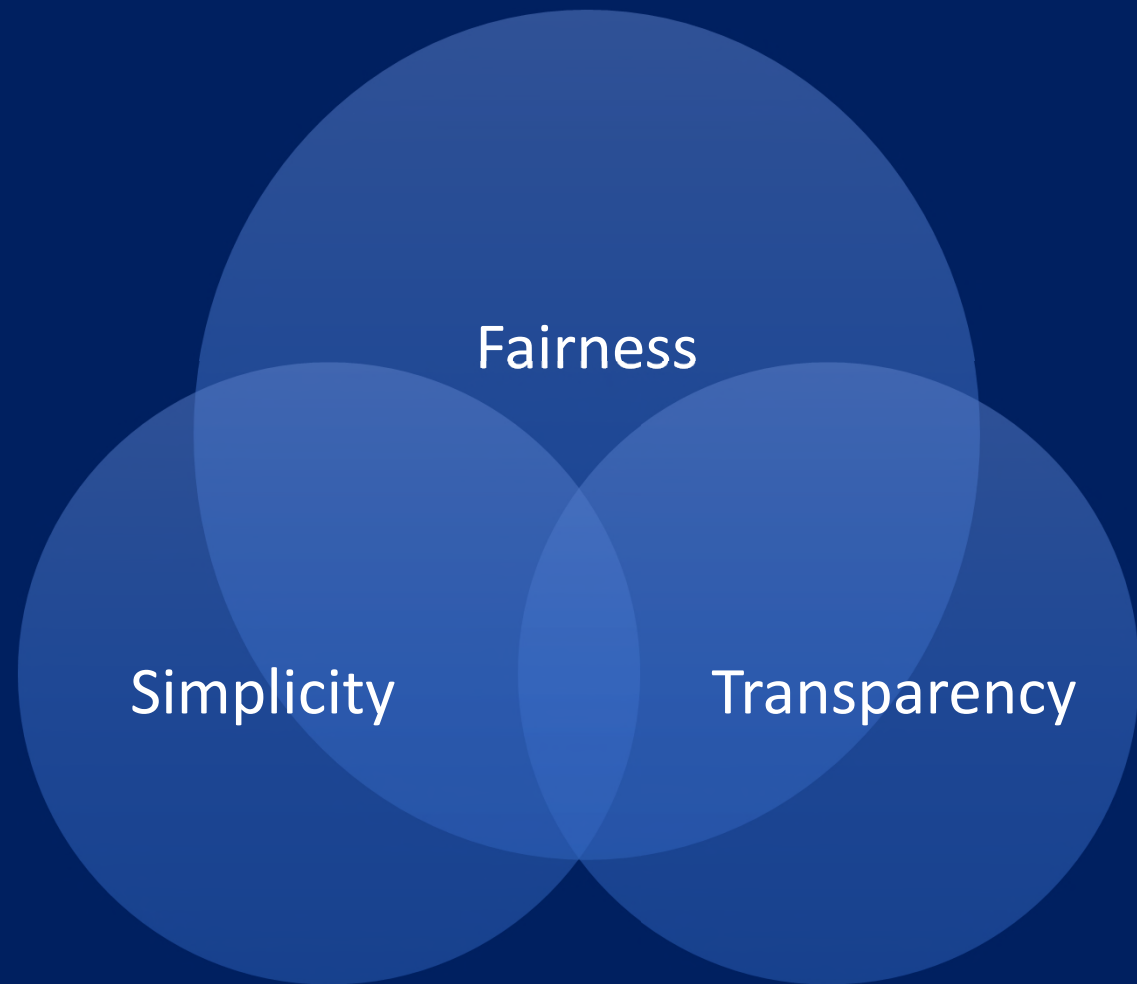
Practical

Collaborative assessment
algorithm

Starter guide to
collaborative assessment

Collaborative assessment identity

- Looney et al. (2018) conceptualize teacher assessment identity as: skills, strategies, confidence, self-efficacy, beliefs, and emotions.
- Collaborative assessment identity (Levrai, 2025) is guided by three **core principles**



Collaborative
assessment
identity

Fairness

Simplicity

Transparency

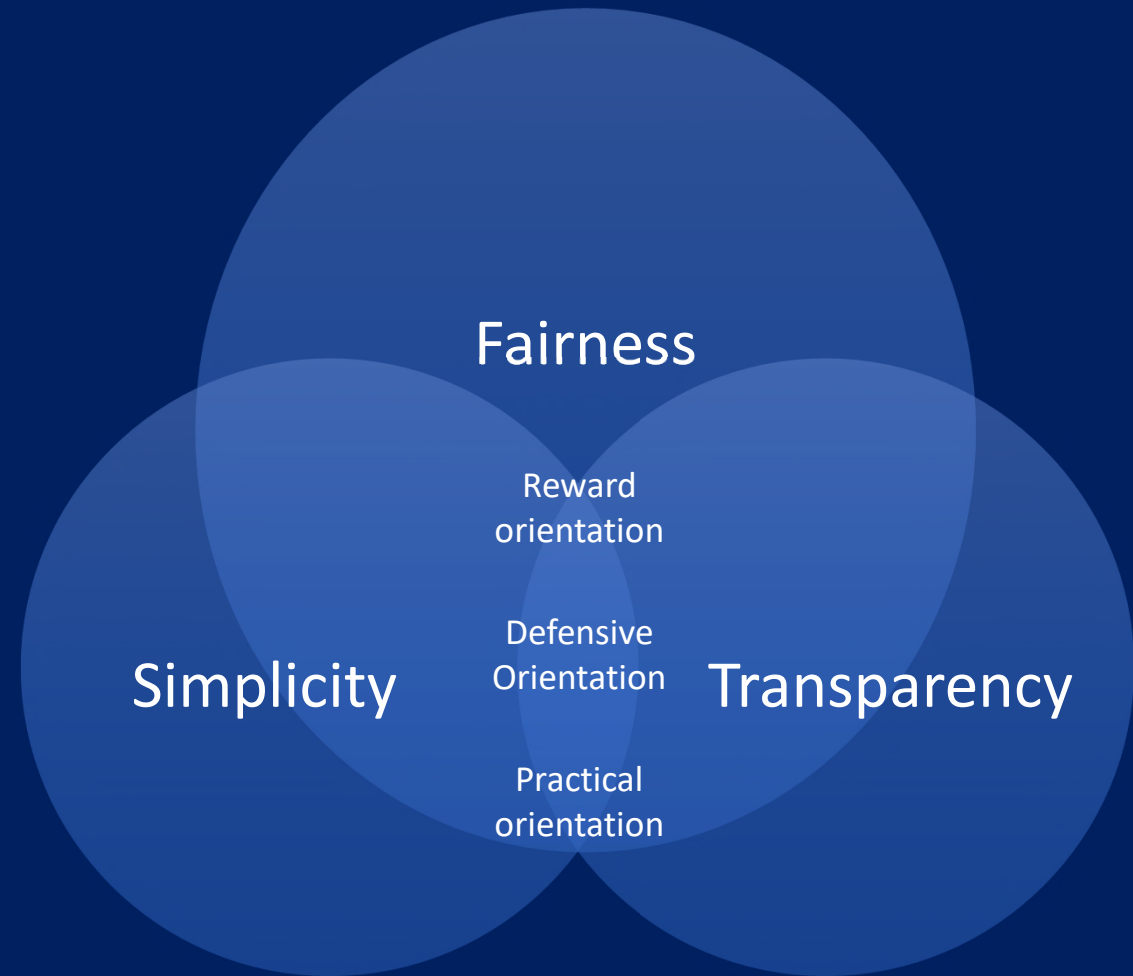
Reward
orientation

Defensive
Orientation

Practical
orientation

Collaborative assessment identity

- Looney et al. (2018) conceptualize teacher assessment identity as: skills, strategies, confidence, self-efficacy, beliefs, and emotions.
- Collaborative assessment identity (Levrai, 2025) is guided by three **core principles** which encompass three **guiding orientations**.



Collaborative assessment algorithm (Levrai, 2025)

- A series of considerations and decision trees that have to be navigated to design an assessment scheme for a collaborative assignment

1) MOTIVATION

WHY use a collaborative assignment

2) PURPOSE

HOW will the results be used

3) READINESS

What is the assessment literacy of teachers and students?

4) LENS SELECTION

Which assessment lenses fit with course outcomes?

5) EVALUATION

Will the assessment scheme benefit learning?

Making the algorithm useful

Part 1

- Collaborative assignments and the EAP practitioner



Part 2

- What to assess when assessing collaboration



Part 3

- Designing an assessment scheme for a collaborative assignment

A STARTER GUIDE TO ASSESSING COLLABORATIVE ASSIGNMENTS

Peter Levrai

Conclusion

- It takes considerable thought to develop an effective collaborative assessment scheme.
- There will always be a level of compromise in collaborative assessment.
- However, collaborative assessment, done well

benefits student
learning

enhances
practitioner
assessment literacy

reaches multiple
learning outcomes

References

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Thank you

Questions,
comments, or
further discussion
are welcome

pflevr@utu.fi

8 collaborative assessment archetypes



Never-everer

Students should not be assessed through collaborative assignments



I-in-teamer

Even within a collaborative assignment there needs to be opportunity to assess, and reward, the individual



Real-worlder

Assessment should be focused on the end product rather than process, as that is how collaboration works in the real world



Pragmatic real-worlder

Looking beyond the end product takes time, effort and resource that is not well spent



All-I-can-doer

Understands there are aspects of collaborative assessment that are compromised but accepts the limitations in light of the benefit of collaboration



Would-if-I-coulder

Is aware there is room for improvement in the assessment of collaborative assignments but is unsure of how to improve it



Best-I-can-doer

Is well-informed and engages in well informed, principled collaborative assessment, accepting it may not be perfect but is as effective and fair as it can be



All-seeing-eye

Is fully confident in their ability to assess collaboration