

Title: Vertically integrated assessment in Physics

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*Abstract:* In this talk I will discuss a fairly simple and pragmatic intervention to address a specific and well-identified problem: that of stated student dissatisfaction with marking and feedback of practical work, and a disconnect between faculty expectations for how students would understand the assessment criteria, and what actually happened. I will discuss how vertical alignment of grade descriptors between three years of the experimental programme helped alleviate these issues, and how we extended it into the related area of project marking and feedback. This is a straightforward but potentially impactful intervention that is easily adaptable to other areas.