**Assessing Student Learning: Group Projects**

**Group projects**: Students work together over an extended period of time in structured groups to complete a graded multifaceted project.

**Challenges:**
- What is the balance between group output and individual student performance?
- What is the balance between product and process?
- How do I address real or perceived free rider problem?

**Solutions:**
- Use positive interdependence and individual accountability as the frameworks for assessment.
- Plan assessment
  - Use student learning outcomes as the starting point.
  - Explain the purpose of the group assignment.
  - Make assessment criteria clear.

---

**Assess Positive Interdependence: Process**
- Discuss the criteria for assessing group process beforehand.
- Have each student keep a log of group process assessments.
- Collect process assessment at the end of each stage of the project.
- Make peer assessments confidential.
- Have students complete culminating group process evaluation.
- Factor group process evaluations into the determination of individual grade.

**Assess Individual Accountability: Product**
- Determine grading methods and weightings for product and individual grade.
- Use self and peer-evaluation to achieve individual accountability.
- Have students keep a log of self-included and self-excluded peer-evaluations.
- Collect self and peer-evaluations at the end of each stage.
- Have students complete a peer review rubric at project end.
- Make adjustments for ratings that appear unfair.

**EVIDENCE**
- Anson and Goodman (2014) found that interim formative peer assessments coupled with timely feedback fostered positive group processes.
- Sprague et al. (2019) supported the effectiveness of peer and self-evaluations to fairly assess students' contributions to group work.

**ADVICE**
- Please consider the following recommendations:
  - Keep peer-evaluations confidential.
  - Use a mix of quantitative and qualitative questions.
  - Encourage students to include comments.

**References**