

This is a peer-reviewed, final published version of the following document:

James, David V ORCID logoORCID: https://orcid.org/0000-0002-0805-7453 and Fleming, Scott (2004) Agreement in student performance in assessment. Learning and Teaching in Higher Education (1). pp. 32-50.

EPrint URI: https://eprints.glos.ac.uk/id/eprint/379

Disclaimer

The University of Gloucestershire has obtained warranties from all depositors as to their title in the material deposited and as to their right to deposit such material.

The University of Gloucestershire makes no representation or warranties of commercial utility, title, or fitness for a particular purpose or any other warranty, express or implied in respect of any material deposited.

The University of Gloucestershire makes no representation that the use of the materials will not infringe any patent, copyright, trademark or other property or proprietary rights.

The University of Gloucestershire accepts no liability for any infringement of intellectual property rights in any material deposited but will remove such material from public view pending investigation in the event of an allegation of any such infringement.

PLEASE SCROLL DOWN FOR TEXT.

Learning and Teaching in Higher Education Issue 1, 2004-05

Editors' Introduction	1
Articles	
Conditions Under Which Assessment Supports Students' Learning Graham Gibbs & Claire Simpson	3
Agreement in Student Performance in Assessment David James & Scott Fleming	32
Assessment of Student Learning: promoting a scholarly approach Lorraine Stefani	51
Unfulfilled Promise: formative assessment using computer-aided assessment Martin Jenkins	67
Assessment for Learning Sally Brown	81
Case Studies	
A Presentation: a preferred route for assessment in Counsellor Training Di Brothers	90
Demystifying Marking: reflections on developing and using grade descriptors Ben Calvert	93
An Aligned Assessment to Promote Learning About Collaboration Between Health and Care Professionals Colleen Connor	98
Student Self-evaluation of Coursework Assignments: a route to better perception of quality Averil Macdonald	102
Triadic Peer Review in Scenario-based Assessments Debra Nestel, Roger Kneebone & Jane Kidd	108
A Framework for Formative Assessment: initiating quality learning conversations Alan Robinson & Mark Udall	112
Supporting 'HOCS Learning' via Students' Self-assessment of Homework Assignments and Examinations Uri Zoller	116
BOOK REVIEWS	
Jude Carroll — A Handbook for Deterring Plagiarism in Higher Education Reviewed by Susanna Capon	119
Peter Knight & Mantz Yorke — Assessment, Learning and Employability Reviewed by Christine Shiel	122
Rowena Murray — How to Survive Your Viva: defending a thesis in an oral examination Reviewed by Mary Fuller	126
Peter Schwartz & Graham Webb (eds) — Assessment: case studies, experience and practice from higher education Reviewed by Vicky Bush	129