**① First bachelor’s assignment / Carousel 2021-2022 / Examination board AT**

Identify the BA. More details are not needed as they can be looked up from the assessment form and report.

|  |  |
| --- | --- |
| Student name |  |
| Faculty and research group (e.g., TNW-PIN) |  |

Do this part individually: read the ‘blinded’ assessment form (given grade is invisible). Fill in 1 column in this table.

|  |  |  |
| --- | --- | --- |
|  | **BEX member 1** | **BEX member 2** |
| What grade do you estimate, based only on reading the motivation on the form? |  |  |
| What is approximately the uncertainty in your estimate above? (This will be higher if the form has not much motivation on it.) |  |  |
| What grade do you estimate, after also scanning the report itself (for approximately 5 minutes)? |  |  |
| What is approximately the uncertainty in this, now? |  |  |

Do this part in pairs: meet up with the other BEX member who checked this BA. Merge the table above and discuss.

|  |
| --- |
| **Did you reach similar results, and did discussing it together lead to new insights or change your estimations?** |
|  |

Look up the actual given grade. Discuss together how well this grade was motivated on the form, taking into account both the difference between your estimates and the actual grade, and your impression of the motivation itself.

|  |
| --- |
| **Did the BSc committee clearly motivate the grade using the criteria in the rubric?** |
|  |

|  |
| --- |
| **Does this case reveal any opportunities to improve the rubric/form/assessment procedure?** |
|  |

**② Second bachelor’s assignment / Carousel 2021-2022 / Examination board AT**

Identify the BA. More details are not needed as they can be looked up from the assessment form and report.

|  |  |
| --- | --- |
| Student name |  |
| Faculty and research group (e.g., TNW-PIN) |  |

Do this part individually: read the ‘blinded’ assessment form (given grade is invisible). Fill in 1 column in this table.

|  |  |  |
| --- | --- | --- |
|  | **BEX member 1** | **BEX member 2** |
| What grade do you estimate, based only on reading the motivation on the form? |  |  |
| What is approximately the uncertainty in your estimate above? (This will be higher if the form has not much motivation on it.) |  |  |
| What grade do you estimate, after also scanning the report itself (for approximately 5 minutes)? |  |  |
| What is approximately the uncertainty in this, now? |  |  |

Do this part in pairs: meet up with the other BEX member who checked this BA. Merge the table above and discuss.

|  |
| --- |
| **Did you reach similar results, and did discussing it together lead to new insights or change your estimations?** |
|  |

Look up the actual given grade. Discuss together how well this grade was motivated on the form, taking into account both the difference between your estimates and the actual grade, and your impression of the motivation itself.

|  |
| --- |
| **Did the BSc committee clearly motivate the grade using the criteria in the rubric?** |
|  |

|  |
| --- |
| **Does this case reveal any opportunities to improve the rubric/form/assessment procedure?** |
|  |

**③ Third bachelor’s assignment / Carousel 2021-2022 / Examination board AT**

Identify the BA. More details are not needed as they can be looked up from the assessment form and report.

|  |  |
| --- | --- |
| Student name |  |
| Faculty and research group (e.g., TNW-PIN) |  |

Do this part individually: read the ‘blinded’ assessment form (given grade is invisible). Fill in 1 column in this table.

|  |  |  |
| --- | --- | --- |
|  | **BEX member 1** | **BEX member 2** |
| What grade do you estimate, based only on reading the motivation on the form? |  |  |
| What is approximately the uncertainty in your estimate above? (This will be higher if the form has not much motivation on it.) |  |  |
| What grade do you estimate, after also scanning the report itself (for approximately 5 minutes)? |  |  |
| What is approximately the uncertainty in this, now? |  |  |

Do this part in pairs: meet up with the other BEX member who checked this BA. Merge the table above and discuss.

|  |
| --- |
| **Did you reach similar results, and did discussing it together lead to new insights or change your estimations?** |
|  |

Look up the actual given grade. Discuss together how well this grade was motivated on the form, taking into account both the difference between your estimates and the actual grade, and your impression of the motivation itself.

|  |
| --- |
| **Did the BSc committee clearly motivate the grade using the criteria in the rubric?** |
|  |

|  |
| --- |
| **Does this case reveal any opportunities to improve the rubric/form/assessment procedure?** |
|  |

**④ Fourth bachelor’s assignment / Carousel 2021-2022 / Examination board AT**

Identify the BA. More details are not needed as they can be looked up from the assessment form and report.

|  |  |
| --- | --- |
| Student name |  |
| Faculty and research group (e.g., TNW-PIN) |  |

Do this part individually: read the ‘blinded’ assessment form (given grade is invisible). Fill in 1 column in this table.

|  |  |  |
| --- | --- | --- |
|  | **BEX member 1** | **BEX member 2** |
| What grade do you estimate, based only on reading the motivation on the form? |  |  |
| What is approximately the uncertainty in your estimate above? (This will be higher if the form has not much motivation on it.) |  |  |
| What grade do you estimate, after also scanning the report itself (for approximately 5 minutes)? |  |  |
| What is approximately the uncertainty in this, now? |  |  |

Do this part in pairs: meet up with the other BEX member who checked this BA. Merge the table above and discuss.

|  |
| --- |
| **Did you reach similar results, and did discussing it together lead to new insights or change your estimations?** |
|  |

Look up the actual given grade. Discuss together how well this grade was motivated on the form, taking into account both the difference between your estimates and the actual grade, and your impression of the motivation itself.

|  |
| --- |
| **Did the BSc committee clearly motivate the grade using the criteria in the rubric?** |
|  |

|  |
| --- |
| **Does this case reveal any opportunities to improve the rubric/form/assessment procedure?** |
|  |

**⑤ Fifth bachelor’s assignment / Carousel 2021-2022 / Examination board AT**

Identify the BA. More details are not needed as they can be looked up from the assessment form and report.

|  |  |
| --- | --- |
| Student name |  |
| Faculty and research group (e.g., TNW-PIN) |  |

Do this part individually: read the ‘blinded’ assessment form (given grade is invisible). Fill in 1 column in this table.

|  |  |  |
| --- | --- | --- |
|  | **BEX member 1** | **BEX member 2** |
| What grade do you estimate, based only on reading the motivation on the form? |  |  |
| What is approximately the uncertainty in your estimate above? (This will be higher if the form has not much motivation on it.) |  |  |
| What grade do you estimate, after also scanning the report itself (for approximately 5 minutes)? |  |  |
| What is approximately the uncertainty in this, now? |  |  |

Do this part in pairs: meet up with the other BEX member who checked this BA. Merge the table above and discuss.

|  |
| --- |
| **Did you reach similar results, and did discussing it together lead to new insights or change your estimations?** |
|  |

Look up the actual given grade. Discuss together how well this grade was motivated on the form, taking into account both the difference between your estimates and the actual grade, and your impression of the motivation itself.

|  |
| --- |
| **Did the BSc committee clearly motivate the grade using the criteria in the rubric?** |
|  |

|  |
| --- |
| **Does this case reveal any opportunities to improve the rubric/form/assessment procedure?** |
|  |

**Conclusion**

After checking all 5 assessments, answer the question below once.

|  |
| --- |
| **Were the actual grades given in the 5 assessment forms that you checked, given on a similar scale?(E.g., does the 7 from one BA reflect a similar quality of work as the 7 from another?)** |
|  |

Submit this document (one per duo) [on Teams](https://universiteittwente.sharepoint.com/%3Af%3A/r/sites/BEX-AT2/Gedeelde%20documenten/General/Thesis%20Carousel%20Summer%202022?csf=1&web=1&e=ZLHdz8) when finished. The goal is before 26 August.

Feel free to add additional comments below.