

GOBBET ASSESSMENTS:

WHAT IS A GOBBET?

A gobbet can be for example a passage of literature, an image, a cartoon, a photograph, a map or an artefact provided as a context for analysis, translation or discussion in an assessment.

STRUCTURE OF GOBBET ASSESSMENT

As an indication, three gobbets are equivalent to one essay question in terms of time in an assessment. The art of setting a good gobbet assessment depends on the gobbet the assessor chooses. A good piece of gobbet must be carefully selected to illustrate a particular theme. A gobbet answer is not a summary or paraphrase of the piece; unlike an essay it does not usually include an introduction and a conclusion. It is a precise and focused piece of writing that provides context of the gobbet, meaning of the gobbet and significance of the gobbet. Disciplines such as history or archaeology often use gobbets to assess students their deepen understanding of the subject, giving the students the opportunity to think, extract and analyze.

Three concepts to answer gobbets

Context:

- Where does the gobbet come from?
- How does the gobbet fit in with the material around it?
- When was the gobbet written or formed?
- What comes immediately before and after it?

Meaning:

- What is the gist or purpose of the gobbet?
- What are the main ideas contained within the gobbet?

Significance:

- Why is it important?
- What are the implications?
- Are there any direct applications?
- What does it add to our understanding as a whole?

Below shows the general characteristics of the assessment method and the type of skills that are *typically* assessed by the method. Both Blooms' taxonomy and Biggs' Solo taxonomy are indicated.

Y	Declarative	CHARACTERISTICS
Y	Functioning	
	Timely to Set	
	Timely to Answer	
	Timely to Correct	
	Timely to provide Feedback	
Y	Suitable for Large Class	
	Can substitute with Computers	
Y	Passive	
	Active	
	Process Oriented Method	
Y	Product Oriented Method	

Y	Yes
P	Possibly

Y	Knowledge	Blooms Level of Taxonomy	MEASURABLE QUANTITIES	
Y	Comprehension			
Y	Application of Knowledge			
Y	Analysis			
	Synthesis			
Y	Evaluative Skills			
Y	Pre-structural	Quantitative		SOLO Taxonomy
Y	Uni-structural			
Y	Multi-Structural			
Y	Relational Level	Qualitative		OTHER QUANTITIES
Y	Extended Abstract Level			
	Leadership			
	Life long Skills			
	Creative skills			
Y	Writing Skills			
	Team Work			
	Communication Skills			
	Presentation Skills			
Y	Memorizing Skills			
	Practical/ Physical Skills			
Y	Think under pressure			
	Project Management			
Y	Time management			

ADVANTAGES OF A GOBBET ASSESSMENT

- A gobbet is short to answer but at the same time, it can assess many levels of learning outcomes similar to an essay. Suitable to give as an in-class assignment.

DISADVANTAGES OF A GOBBET ASSESSMENT

- Students require practices to answer gobbets, particularly in their time management.

HOW TO DESIGN A GOOD GOBBET ASSESSMENT?

- Ensure the students know what the objectives of the assessment are.
- Provide students the time period, guidelines and assessment criteria. The students should also be aware who is going to assess them – tutor, peers and/or self? And if peers or self are going to assess, would the weightings be the same as the tutor.
- Prepare a structured marking sheet for all assessors.

GRADING CRITERIA AND GRADING STANDARDS

Below is a sample rubric for a gobbet. This is partly extracted from the Durham University, “Definition, purpose, and marking criteria: Gobbets”, accessed 08 July 2008, <http://www.dur.ac.uk/~dhi0www/ugrads/gobbet.htm>)

GRADING CRITERIA	Excellent	Proficient	Average	Poor
Context	Outstanding grasp and a mature understanding of the gobbet and its contexts	Comments on the nature, authorship, and other material pertinent to the context and interpretation of the piece	Make some pertinent comments on the nature, authorship, and other relevant aspects of the gobbet.	Fails to expand on the nature, authorship, and other issues relevant to the gobbet.
Analysis	Clear, coherent and compelling analysis	Demonstrates familiarity with the area under discussion	Demonstrates some familiarity with the area under discussion.	May paraphrase rather than analyse the gobbet under discussion
Meaning	Comprehensive coverage. This may be achieved by citation.	Identify the point of the document or the theme that it illustrates.	Identify the point of the gobbet – the subject or the theme which it illustrates.	Fails to identify the point or the theme of the piece
Citation	Economic and effective use of all material cited.	Substantiates the points that are made from evidence	Contains some citation but not appropriately used to substantiate the piece.	Contains no citation.
Significance	Identifies the gobbet’s significance in an independent, distinctive, and authoritative way.	Explores some of the significance of the gobbet with reference to such issues as typicality, representativeness, uniqueness, reliability, bias.	Touches on the wider significance.	Fails to identify the gobbet’s wider significance.



WEB REFERENCES AND RESOURCES:

Gobbet Assessment

“Definition, purpose, and marking criteria: Gobbets”, Durham University, Accessed 08 July 2008,
<http://www.dur.ac.uk/~dhi0www/ugrads/gobbet.htm>

“How to write Gobbets”, Open Bible Institute, Accessed 05 June 2008,
<http://www.open-bible-institute.org>

“Gobbet Guidelines”, Dundee University, Accessed 09 July 2008
<http://www.personal.dundee.ac.uk/~rlhill/anna/gobbet.html>

Tips for Students

From “Marking and Assessment”, Classics and Ancient History, Bristol University, Accessed: 08 July 2008
<http://www.bris.ac.uk/classics/current/undergrad/exams.html>

When trying to gauge how long a gobbet answer should be, you should always be guided by how many marks it is allotted in comparison to other questions on the exam paper. For example, if the essay questions are worth 40 marks and the gobbets 20, the gobbets should be approximately half as long as the essay.

If time is short, it is better to jot down some notes for which you might pick up a few marks than to write nothing at all.

DON'Ts and DOs for Students

From “Gobbet Guidelines”, The University of Edinburgh, School of History, Classics and Archaeology, Accessed 05 June 2008.
http://www.shc.ed.ac.uk/classics/undergraduate/ancient/documents/Gobbetguidelines_000.pdf

DON'Ts

1. **DON'T** write an essay about the subject the piece relates to. If you are shown a picture of bust of Pericles, don't write an essay about who Pericles was but when the bust was created, where it stood, and why it was created.
2. **DON'T** just paraphrase what is already in the piece. You need to evaluate that information as well, that is the point of a gobbet.
3. **DON'T** get carried away writing a short biography of the author: only include information of the author that is relevant to assessing the value of this particular piece.
4. **DON'T** write an introduction and conclusion like with an essay.



DOs

1. **DO** include cross-references to any other primary sources, written or otherwise, that you are aware of that contrast or corroborate with what is said in this piece.
2. **DO** feel free to answer in bullet-point form
3. **DO** be PRECISE, CONCISE and STRICT about only sticking to relevant information: you've only got 20 minutes

To Reference these pages

Copy and paste the text below

Chan C (2008) *Assessment: Gobbets*, Assessment Resource Centre, University of Hong Kong [<http://arc.caut.hku.hk>]: Available: Accessed: DATE