Spring 2015

Week Seven: Effective Grading - A Tool for Learning

Judith Longfield
Georgia Southern University, jlongfield@georgiasouthern.edu

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Welcome, Bienvenido, مرحبا

Teaching Academy
Part Seven
Effective Grading:
A Tool for Learning

IMPORTANT! Please return any books you borrowed next week.

Today's Big Idea

Students Learn What They “Live”

If you want students to acquire lifetime skills, you must provide opportunities for practice & give meaningful feedback.

Delivering Feedback

Increase feedback quality:
- First give positive feedback, then corrective advice
- Make sure feedback related to pre-defined criteria—limit number of criteria
- Prioritize areas for improvement
- Provide feedback soon after submission
- Limit amount of feedback so it is used
- Focus on students with greatest difficulties

Food for Thought:
Not every assignment needs to be graded—but it is important to collect everything.


Grading Collaborative Work

Thing to consider:
- Individual accountability & positive group interdependence
- General grading guidelines
- What, how and who will evaluate learning & assign grades


Food for Thought:
Not every assignment needs to be graded—but it is important to collect everything.
Peer Feedback: Groups

Peer Presentation Feedback
TEAM ______ Evaluated by playing card ______

Directions: Circle the appropriate number to indicate the degree to which you agree or disagree with the following statements.

From my point of view,
- in-class presentation sequencing and pace was appropriate.
- . . . I was actively engaged the whole time.
- . . . every group member demonstrated enthusiasm/interest in the topic.
- . . . activity promoted my understanding of concepts & was relevant.
- the Technology Project was eye-catching, inviting & easy to navigate.
- the use of technology encouraged me to think about critical issues.
- . . . I feel well-prepared for a test on the concepts presented.

The most interesting/useful part of the Technology Project was . . .

The most interesting/useful part of the presentation was . . .

Self-Evaluation and Group Collaboration

What to Do. Use the form below to evaluate your self and the forms on the next page to evaluate your teammates.

1. Rate the item on the left-side using the +, 0, scale. The space on the right-side provide appropriate feedback—honest and helpful. For example: “Nice job on the Web activity; your design skills are extraordinary. Asking for assistance with proofreading will make it even more easy to navigate.” Feedback is required & should be word-processed to ensure anonymity.

2. Divide a TOTAL of 100 points among ALL Teach-a-Chapter group members—including yourself. For example, if you couldn’t make it to most of the meetings because you were sick, you would give yourself 25 points each. However, if everyone, including yourself, did an equal amount of work, you would give yourself. For example, “Nice job on the Web activity; your design skills are extraordinary. Asking for assistance with proofreading will make it even more easy to navigate.”

3. Cut the evaluations apart & PAPER CLIP them together with your evaluation on top. Hand the paper clipped evaluations, along with your reflection and your three teammates 25 points each.

Your Collaboration Share

_____ Worked through disagreements in a professional manner.
_____ Completed tasks on time & in a manner that contributed to overall success of project.
_____ Well-timed, cohesive presentation
_____ Class actively engaged
_____ Everyone showed enthusiasm/interest in the topic.
_____ Ideas communicated clearly, concisely
_____ Effectively reflects in areas of learning

Individual Grades

Grade Groups

Susan Banks T-3
Latisha McCall T-15
Dustin Combs T-8
Video Team T-15
Yolanda Flores T-15
Robert Young T-15

TEAM ______ Presentation & Technology Project Grade Sheet

Strong = 5-4 pts. Satisfactory = 3-2 pts. Weak = 1-0 pts

<table>
<thead>
<tr>
<th>Technology Project</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td></td>
</tr>
<tr>
<td>Eye catching, inviting, well-organized</td>
<td>4 pts</td>
</tr>
<tr>
<td>Contents encourage users to consider important teaching-learning issues</td>
<td>2 pts</td>
</tr>
<tr>
<td>Has useful internal &amp; external links</td>
<td>2 pts</td>
</tr>
<tr>
<td>Very useful in preparing for Test 2</td>
<td>2 pts</td>
</tr>
<tr>
<td>Excellent grammar/spelling, error free</td>
<td>2 pts</td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>Colorful, interesting, organized</td>
<td>3 pts</td>
</tr>
<tr>
<td>Contents made users aware of teaching-learning issues</td>
<td>3 pts</td>
</tr>
<tr>
<td>Has internal &amp; external links</td>
<td>3 pts</td>
</tr>
<tr>
<td>Helpful in preparing for Test 2</td>
<td>3 pts</td>
</tr>
<tr>
<td>Good grammar/spelling, error free</td>
<td>3 pts</td>
</tr>
<tr>
<td>Weak</td>
<td></td>
</tr>
<tr>
<td>Not interesting, and/or organized</td>
<td>1 pt</td>
</tr>
<tr>
<td>Contents fact based, users not made aware of teaching-learning issues</td>
<td>1 pt</td>
</tr>
<tr>
<td>Links of limited use or few links</td>
<td>1 pt</td>
</tr>
<tr>
<td>Limited use in preparing for Test 2</td>
<td>1 pt</td>
</tr>
<tr>
<td>Multiple grammar/ spelling errors</td>
<td>1 pt</td>
</tr>
</tbody>
</table>

In-Class Presentation | 5 Points |

| Well-timed, cohesive presentation | 5 pts |
|Everyone showed enthusiasm | 5 pts |
|Class actively engaged | 5 pts |
|Lesson promoted deep understanding of chapter contents | 5 pts |
|All members participated | 5 pts |

Evaluation of Collaboration | 5 Points |

| Self-evaluation of contributor(s) statute & discerning | 5 pts |
|Feedback professional & forthright | 5 pts |
|Overall Cooperation | 5 Points |

Excellent cooperation with others | 5 pts |
Good cooperation with others | 5 pts |
Poor cooperation with others | 5 pts |

Total | 25 Points Total

Individual Grade Sheet

Name: Susan Banks T-3

Individual Grade Sheet | 4 Points |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td></td>
</tr>
<tr>
<td>Ideas communicated clearly, concisely</td>
<td>4 pts</td>
</tr>
<tr>
<td>Effectively reflects in areas of learning</td>
<td>4 pts</td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>Ideas generally clear, concise</td>
<td>3 pts</td>
</tr>
<tr>
<td>Generally takes things forward</td>
<td>3 pts</td>
</tr>
<tr>
<td>Weak</td>
<td></td>
</tr>
<tr>
<td>Ideas unclear or poorly expressed</td>
<td>1 pt</td>
</tr>
<tr>
<td>Lacks in-depth reflection on learning</td>
<td>1 pt</td>
</tr>
</tbody>
</table>

Evaluation of Collaboration | 5 Points |

| Self-evaluation of contributor(s) statute & discerning | 5 pts |
|Feedback professional & forthright | 5 pts |
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Rubric Development Steps

1. What SLOs do I want to measure?
2. What tasks can I create that align with the SLOs?—Create assignment description.
3. Create the rubric
   - Use assignment description to select dimensions or criteria—are they important, measurable AND feasible?
   - Select the number of levels
     ✓ exceeds expectations - meets expectations - below expectations
     ✓ unacceptable - marginal - good - exemplary
     ✓ expert - proficient - developing - novice
     ✓ missing - poor - satisfactory - good - exceptional

Rubric Development Steps (cont.)

4. For each criteria, describe an acceptable or middle level of performance
5. Describe the upper & lower levels of performance. If you get stuck, try:
   - Look at examples of existing rubrics.
   - Describe characteristics of the “ideal” and the “worst” cases. What common errors make an example fall short of “ideal”? What qualities make it better than the “worst” case?
   - Using samples of existing work, divide into levels corresponding to the levels you set. What are the qualities of the best work? The poorest work?

Rubric Reminders

- Select criteria that align with SLOs & assignment
- Keep it short—4-15 items, simple statements
- Use only observable behaviors & characteristics
- Focus each criteria on one requirement
- Use clear language students know
- Points should make sense
- Should fit on one sheet of paper
- Reevaluate. Did it work? Was it sufficiently detailed? Too detailed? Was something important omitted?

Rubrics Resource


Packet with 50+ sample rubrics available on Folio.
Rubric e-Resource (cont.)

AALHE Sample Rubrics page . . .  
http://course1.winona.edu/shatfield/air/rubrics.htm

Rubric e-Resource (cont.)

Collection of Web 2.0 rubric projects from UW-Stout  
http://www.uwstout.edu/soe/profdev/rubrics.cfm

Rubric e-Resource (cont.)

Read: (1) Conclusion and (2) “Steps to Make Positive Changes in Teaching”  
BRING: Completed Beliefs Survey

Extension:
- Prompt Feedback – five minute video on giving feedback from Central Michigan
- Introduction To Rubrics by Stevens & Levi – samples from their book.
- Tips for grading effectively – useful webpage from the University of California-Berkeley

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