Week Seven: Effective Grading - A Tool for Learning

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Welcome, Bienvenido, مرحبًا

**Teaching Academy**
**Part Seven**
**Effective Grading: A Tool for Learning**

**IMPORTANT! Please return any books you borrowed next week.**

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**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.

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**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


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**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

Self-Evaluation and Group Collaboration

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

1. Rate the items on the left side using the + , o, or - scale. In the space on the right side provide appropriate feedback—specific and helpful. For example, “Nice job on the Web site—your design skills are extraordinary. Asking for assistance with proofreading will make it even more impressive.” 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 one of the meetings because you were sick, while another person took the lead and did most of the work, you might give yourself 10 points, the person who did most of the work 50 points, and the remaining two members 20 points each. However, if everyone, including yourself, did an equal amount of work, you would give yourself 25 points each. If another person took the lead and did most of the work; you might give yourself 10 points, the person who did most of the work 50 points, and the remaining two members 20 points each.

3. For the evaluation sheet & PAPER CLIP them together with your evaluation on top. Hand the paper clipped evaluation, along with your reflections [see assignment for details], directly to your instructor.

Team Self-Evaluation Form

Name ___________________________      # _____

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

From my point of view,

+ = exceeded expectations
0 = met expectations
- = did not meet expectations
NA = not applicable

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

Your Collaboration Share

_____ Was present at & arrived on time for ALL work sessions.

_____ Participated fully—contributed productive suggestions.

_____ Provided timely updates to your teammates & group.

_____ Provided appropriate feedback—honest

_____ Is enthusiastic about the project.

Reasons for Agreement with Expectations:

Reasons for Disagreement with Expectations:

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

The most effective activity/part of the presentation was:

Reasons for Agreement with Expectations:

Reasons for Disagreement with Expectations:

Individual Grades

Name: Susan Banks

Individual Grade Sheet

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

Written Reflection—1 page

Strong
- Ideas communicated clearly, concisely
- Effectively reflects on areas of learning

Weak
- Ideas unclear or poorly expressed
- Lacks in-depth reflection on learning

Evaluation of Collaboration

Strong
- Self-evaluation of contributor(s) accurate & discriminating
- Feedback professional & constructive

Weak
- Self-evaluation of contributor(s) inaccurate & thoughtless
- Feedback inappropriate & disrespectful

Overall Cooperation

Strong
- Excellent cooperation with others

Weak
- Poor cooperation with others
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
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?
6. **Decide on a grading scale.** How will I weight the categories? To what do I want to reward the most points?

Rubric Development Steps (cont.)

- Pre-defined criteria are essential to reliable grading & uniform feedback!

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


Examples:

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

Rubric Generator
http://rubistar.4teachers.org/

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

Rubric e-Resource (cont.)

Rubric e-Resource (cont.)

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

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-Berkley

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