Week Seven: Effective Grading - A Tool for Learning

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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


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.


VS.
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 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 felt well-prepared for a test on the concepts presented.

The most interesting/useful part of the presentation was __________________________

The most interesting/useful part of the Technology Project 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 items on the left side using the +, 0, 0, and - scale. In 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 amazing." 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 the person who did most of the work 50 points, and the remaining two members 20 points each. For example, if you couldn't make it to most of the meetings because you were sick, you would give yourself and your three teammates 25 points each.
(3) Cut the evaluations apart & PAPER CLIP them together with your evaluation on top. Hand the paper clipped evaluations, along with your reflection & your three teammates 25 points each.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Evaluation of _________________ Project</td>
<td>5 points</td>
</tr>
<tr>
<td>Teamwork</td>
<td>4.0 points</td>
</tr>
<tr>
<td>In-Class Presentation</td>
<td>3 points</td>
</tr>
<tr>
<td>Technology Project</td>
<td>5.0 points</td>
</tr>
<tr>
<td>Written Reflection</td>
<td>2.5 points</td>
</tr>
</tbody>
</table>

Name _____________________________________        #_____       ___________________________________   #______

Weak = 1-0 pts.          Unlikely or unsatisfactory  Strong = 5-4 pts.          Exceptional
Satisfactory = 3-2 pts.          Adequate
Excels in meeting the assignment & teaching-learning issues
No error free
Test 2

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-evaluation of</td>
<td>5 points</td>
</tr>
<tr>
<td>Technology Project</td>
<td>5 points</td>
</tr>
<tr>
<td>In-Class Presentation</td>
<td>5 points</td>
</tr>
<tr>
<td>Written Reflection</td>
<td>5 points</td>
</tr>
<tr>
<td>Overall Cooperation</td>
<td>5 points</td>
</tr>
</tbody>
</table>

Individual Grades

Name __________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Reflection</td>
<td>2.5 points</td>
</tr>
<tr>
<td>Self-evaluation of</td>
<td>2.5 points</td>
</tr>
<tr>
<td>Technology Project</td>
<td>5 points</td>
</tr>
<tr>
<td>In-Class Presentation</td>
<td>5 points</td>
</tr>
<tr>
<td>Written Reflection</td>
<td>5 points</td>
</tr>
<tr>
<td>Overall Cooperation</td>
<td>5 points</td>
</tr>
</tbody>
</table>

Strong = 5-4 pts.          Exceptional
Satisfactory = 3-2 pts.          Adequate
Weak = 1-0 pts.          Unlikely or unsatisfactory
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?

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


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.)

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

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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