Assessing and Grading Student Work

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- Intentional
- Evidentiary
- Generative
- Reflective
- Evaluation
- Communication
- Collaborative

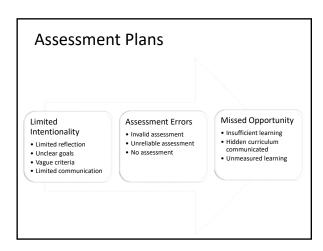
INTENTIONAL AND EVIDENTIARY

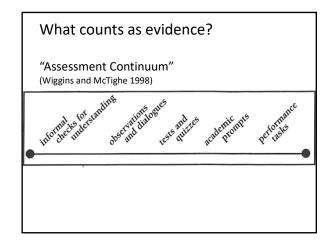
Intentional, Evidentiary

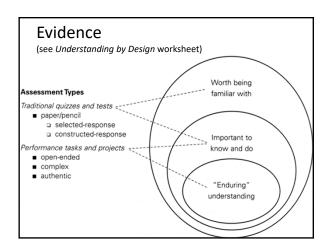
"[assessment is] the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available..." (Walvoord 2004)

That is, it's in the context of a plan

Assessment Plan Course assessment Communicate results Communicate Develop assessments Communicate criteria Communicate Develop metrics







Assessment to Engage Learners (adapted from Lombardi 2008) **Traditional Assessment** Authentic Engaged Assessment Encourages memorization Encourages divergent thinking, creativity Measures knowledge acquisition (e.g., Enhances skill, real-world proficiencies quizzes, tests) (e.g., case studies, simulations, role playing) Promotes "what" knowledge Promotes "how" knowledge Examination of learning over time Snapshot of student learning Competitive (e.g., individual exams) Cooperative (e.g., group projects) Prioritizes learning sequence, process Prioritizes summative product (e.g., (e.g., research project, portfolio)

Assessing All Learners	
Are course materials accessible?	
• Are assessment formats understandable?	
 Are assessments at the appropriate level? Are you assessing diverse knowledge, skills?	
Are assessments biased?	
 Are assessment and grading consistent, fair? Are evaluations/grades communicated	
understandably?	
• Do students have opportunities for redress?	
GENERATIVE AND REFLECTIVE	
Comparative and Deflective	
Generative and Reflective	
"The mind is not a vessel that needs filling, but	
wood that needs igniting."	
Plutarch	

On Listening to Lectures

Le	arning as Cycle	
	Concrete E (problemati	
	Active Inquiry (testing, problem solving) • Dewey: Transfer of knowledge (application, social development)	Reflective Observation (active, reflexive, social)
	Abstract Conc (analysis,	

Formative vs. Summative Purpose: to inform teaching and improve learning → feedback Low stakes (ungraded, minor grades) Administered often within units or courses Examples • Questions and discussion • Ungraded quizzes, homework, tests, papers, projects... • Classroom Assessment Techniques Formative Summative Purpose: to make judgments about achievement → grade High stakes (graded, achievement) Administered at end of a unit or course Examples • Graded quizzes, tests, papers, homework • Graded projects, presentations...

Generative and Reflective: Formative Assignments Essays Exams Presentations Classroom Assessment Techniques Background knowledge probe Muddiest point Defining features or pro/con grid Concept maps Who, what, where, how, why, when sentence

- Problem identification, solutions

Generative and Reflective:

Classroom Assessment Techniques

- Assessing attitudes, values, self-awareness
 - Interest, knowledge, skills checklists
 - Survey students' ways of learning
- Assessing skills
 - Note taking: handing in notes
 - Reading: Reading rating sheets or e-mail feedback
 - Test taking: Exam evaluations
 - Oral presentation: Discussion self-evaluation

Generative and Reflective:

Summative Assignments

- High Impact Assessment (Kuh 2008, 2018)
 - Writing-intensive assignments
 - Collaborative assignments & projects
 - Community engagement & Service Learning
 - Internships
 - Undergraduate research
 - Capstone projects
 - ePortfolios
 - "Diverse/Global" education

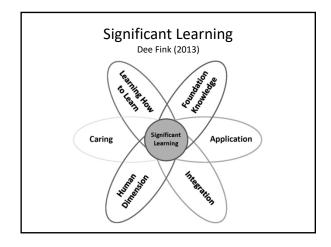


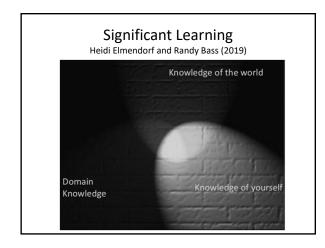
• What are the generative elements here?

Generative and Reflective:

Summative Assignments

- What's High Impact? (Bass 2019)
 - Invest time and effort
 - Accountable talk and thinking
 - Get and give frequent and meaningful feedback
 - Make daily decisions under uncertainty
 - Meet challenges to perspectives and question belief, take risks, operate outside comfort zone
 - Opportunity to integrate, synthesize, make meaning
- Are you designing for this?





EVALUATION AND COMMUNICATION

Evaluation and Communication

- Evaluating student performance is obtaining, measuring, and analyzing evidence
- It is the single most important influence on student achievement (Hattie 1987)

Student Preferences

- Prompt enough to be meaningful
- Focuses on important aspects of subject
- Appropriate to the content, level
- Helps students monitor their own progress
- Offers resources for further instruction
- Helps students feel self-efficacy, control
- Frequent and formative

Models and Rubrics

- · Why models?
 - Complex, real-world examples
 - Transparency with criteria
 - Helps in goal setting, metacognition
- Why rubrics?
 - They can be used for any kind of assessment
 - They an entail multiple criteria, weight them
 - Transparency (for one's self, students, TAs)
 - Reduce anxiety, stress, cheating
 - Enable more challenging work
 - Require student understanding, participation

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Exa	mple Ruk	oric		
Criteria	Excellent: A	Good: B	Needs improvement: C	Unacceptable: D or F
Writing Mechanics	No errors in grammar or punctuation	Few errors	Many errors	Unacceptable level of errors
Writing Style	Clear, varied expression; vigorous, active-voice prose	Very readable for the most part	Awkward or unclear sentencing and/or too many passive constructions	Unreadable; poor writing obscures the work's meaning
Organization	Logical sequencing; high level of source integration	Mostly logical sequencing; not all paragraphs well integrated	Difficult to follow; little integration of different sources	No overall logic; very poor synthesis of evidence
Insight & Interpretation	Insightful; makes a valid analysis	Some insights but some simple description or narration	Largely "telling a story" without explaining WHY things happened	No insights; no meaningful attempt at explanation
Thesis statement	Clearly stated, well supported	Stated and supported	Unclear statement or poorly supported	No identifiable thesis statement
Critical Thinking	Discusses issues with great clarity, accuracy, relevance, breadth, fairness, and creativity	Discusses issues with some clarity, accuracy, relevance, breadth, fairness, and creativity	Discusses issues with little clarity, accuracy, relevance, breadth, fairness, and creativity	Hardly any critical thinking observable at all
Research	Thorough and serious identification of key sources	Serious, but partial array of sources	Left out important resources or poor range of sources	Inadequate or no substantial research
Use of Evidence	Claims strongly supported by evidence	Claims mostly supported by evidence	Claims seldom supported by evidence	Claims never supported by evidence
Quality of Evidence	Good blend of quality primary and scholarly sources	Mostly high-quality primary and scholarly sources	Too many popular and/or unscholarly sources	Poorly selected and low-level sources
Documentation	Thorough and complete documentation of sources (Works Cited and notes)	Missing information (Works Cited and/or notes provided, but incomplete)	A great deal missing (Works Cited and/or notes missing)	Poor or nonexistent (No Works Cited or notes)

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Intellectual Quality				
Clear Purpose	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
Synthesis and Construction of Ideas	Sequential composition; succinct; images create an atmosphere and/or tone, and may communicate symbolism and/or metaphors.	Sequential composition; succinct; images create an atmosphere and/or tone.	Sequential composition; succinct; images are controlled/logical	Sequential composition; images are acceptable.
Curriculum Connections	Clear and compelling connections to issues of local activism (social studies) and appropriate language use for a general audience (language arts).	Clear connections to issues of local activism (social studies) and appropriate language use for a general audience (language arts).	Clear connections to issues of local activism (social studies) or appropriate language use for a general audience (language arts).	No clear connections to issues of local activism (social studies) and inappropriate language use for a general audience (language arts).
Clear Beginning and Ending	Clear and interesting start and end.	Clear start and end.	Clear start or end.	No clear start or end.
Sources Cited Appropriately	Source information collected for all graphics, facts and quotes. All documented in MLA format.	Source information collected for all graphics, facts and quotes. Most documented in MLA format.	Source information collected for graphics, facts and quotes, but not documented in MLA format.	Very little or no source information was collected.
Aesthetic and Technical Quality				
Image Quality	Video and images are compelling and of high quality. Images clearly support content.	Video and images are of high quality. Images clearly support content.	Some video and images are of high quality. Some images support content.	Video and images are not of high quality. Images do not support content.
Editing/Transitions	Engaging rhythm; appropriate transitions, enhanced vitality.	Engaging rhythm; some appropriate transitions; evidence of vitality.	Some rhythm; limited transitions; lapses in vitality.	Mechanical rhythm; limited vitality.
Audio (Music and Dialogue)	Consistency in presentation; clearly articulated narration; Music stirs a rich emotional response.	Consistency in presentation; clear narration; music stirs an emotional response.	Some consistency in presentation; lapses in clarity of narration; Music is evident.	Breaking consistency; monotone style of presentation; Inappropriat choice of music.
Creativity/Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.

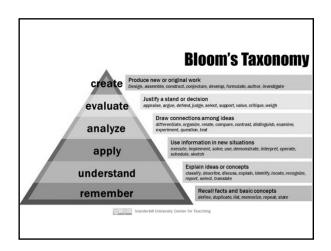
Single Poi	in	t I	Ru	b	ric				
Criteria (or Standard)		1	2	3	4			Feedback	
Use this to describe different criteria. The rate student work with one of the four numbers to the right.	'n		1					xplain number score, give suggestions t or for pushing even further.	
				1					
				1					
					V				
1 - standard not met; 2 - standard partial	ly met	t; 3 = st	andard	met; 4	= exce	eds ex	pectations		
		С	riteria (o	r Standa	rd)		Points	Feedback	
	rate	student	scribe dit work with he right.			en	/30	Can be used to explain number score, give suggestion improvement or for pushing even further.	s for
							/30		
							/20		
							/20		
					т	OTAL	/100		
From Jennifer Gonzalez (2	2015	5, 20	17)						

Discussion Board Performance Targets — This rubric will be used to grade the discussion board posts. Academic discussion is a skill, and it is okay to start our lower on the scale and developy your skill until you reach proficiency. In fact, that is one of the goals of this course! My book in that this rubric will be a sustificated to committed with you all about how we are progressing towards that goal.

	Proficient	Developing	Needs Attention
Engagement			
Goal: Discussant is an active participant, posting soon after the discussion opens and adding contributions throughout the week. Displays evidence of reading and responding to colleagues, stimulating exiting discussions, and adding interesting details that take the discussion in new directions.			
Completion			
Goal: Discussant reads the prompts carefully and thoroughly responds to each part of each prompt. If links or source materials are referenced in the prompt, discussant demonstrates clearly having read and made sense of the additional materials.			
Academic Quality			
Goal: Discussant demonstrates capacity to read and analyze scholarly literature. It is clear from his/her posts that discussant can understand and restate complex topics in order to clearly communicate them to a wider audience.			

From Stacey Johnson

Category	Scoring Criteria	Total Points	Score		
Category	The type of presentation is appropriate for the topic and	0-5	Store		
Presentation	audience.				
(40 points)	Information is presented in a logical sequence.	0-5	-		
(40 points)	Presentation gets the audience's attention and involves	0-5	-		
	them in an interactive way. Not just a passive experience.	0.5			
	Speakers make eve contact and actually speak to class, not	0-5	-		
	just reading.				
	Speaker uses a clear, audible voice and comprehensible English.	0-5			
	Length of presentation is within the assigned time limits.	0-5			
	Visual aids are well prepared, informative, effective, and not distracting.	0-10			
Content	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	0-10			
(50 points)	Technical terms are well-defined in language appropriate for the target audience.	0-10			
	The methods used to collect and analyze the data are explained clearly.	0-10			
	The conclusions reached by the article authors are clearly	0-10			
	There is an obvious conclusion summarizing the presentation.	0-10			
Assessment (10 points)	Speaker demonstrates concern for whether students understand material. Encourages questions.	0-5			
(as points)	Some sort of assessment technique used at the end of the presentation to determine students' level of understanding.	0-5			
Assessment (10 points)	presentation. Speaker demonstrates concern for whether students understand material. Encourages questions.	0-5			



		Gradi	ng	
	Norm-referenced	Criterion- referenced	Mastery Learning	Pass-Fail
PROS	Ranking possible	Valid criteria	Valid criteria	Simplification
	Little justification necessary	Accommodates many low or high achievers	Frequent feedback required	Reduces student anxiety
		Motivating	Motivating	
		Cooperation	Cooperation	
CONS	Relative not absolute performance	Requires explanation, justification, development	Requires explanation, justification, development	Graduate certification difficult
	Competition	Grade inflation	Grade inflation	Standards can be low
	Demotivating	Can't weed out	Can't weed out	Demotivating

Evaluation and Communication

- Learning from evaluations
 - Assignment wrappers identify strengths, weakness, preparation time, study strategies used and unused, error patterns, improvements.
- Retest or re-grade process
 - Cool off period
 - Require students to read evaluations in full
 - Written case with evidence, argument
 - Meeting with TA or faculty

	DUE: At the next class meeting, hand in this completed form at the beginning of lecture.
	This form will help you to analyze your exam performance and find strategies that work best for you in learning the meterial for his course. Self-assessing your progress and adjusting your study strategies accordingly is what effective learners tend to do. Please answer the questions below sincerely. Your responses will have no impact on your grade, but they will inclume the instructional team about how we can best support your learning. We will return your completed form before the second exam so that you can use your own responses to uside your aprenative to studying next time.
Example	 Approximately how much time did you spend preparing for this exam?
Example Wrapper	2. What percentage of your test-preparation time was spent in each of these activities? a. Stimming texthook chapters shoroughly c. Reviewing your own notes d. Westing to practice casm questions e. Reviewing materials from blackboard f. Please securic. These securic.
(Carnegie Mellon University)	3. As you look vyrung graded exam, analyze wherehew you lost points, Fill in the blanks below with the number of points you lost due to each of the following: below with the number of points you lost due to each of the following: b. Tooble removementing structures: c. Lack of understanding of a concept control of the
	4. Based on your responses to the questions above, name 3 things you plan to do differently in preparing for the act exam. For intance, will you just promotion time, change a specific study habit (if so, name it), try to sharpen some other skill (if so, name it), use other resources more, or something else?
	What can we do to help support your learning and your preparation for the next exam?

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Alleviating Grade Fixation

- Share models and discuss them
- Use peer and self-evaluation
- Give comments before the grade
- Require students to read feedback and revise
- Require office visits to discuss feedback, grade
- Develop rubrics collaboratively

Efficient Grading

- Self- and peer-assessment
- Use detailed grading criteria in rubrics
- Give answer key for class, not each student
- Skim through all assignments and categorize them in A, B, C, D, F levels
- Simple scale for short assignments
- Grade horizontally
- Provide judicious summary comments that helps students with future work

COLLABORATIVE ASSESSMENT

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Т	Z

Collaborative Assessment Assessment OF students vs. Assessment WITH Students help define goals, Students told learning goals, evaluated assignments, plan, evaluation Students accept responsibility or Students take responsibility for resist learning their own learning, teaching Engagement in reflection, self-Little or perfunctory reflection and peer-evaluation Content drives assessment Assessment drives content Assessment is holistic/integrated, Assessment is piecemeal, focused on expertise focused on growth Summative Formative and summative Why Collaborative Assessment? • Empowering • Motivating Meaningful • Inclusive • Metacognition (Bransford, Brown, & Cocking 2000) Student-driven Assessment • Student selected assignments • Student presentations, teaching • Collaboratively designed criteria and rubrics Self-evaluation • Peer evaluation • Learning plans • Constructivist course design

ASSESSMENT CHALLENGES
Challenges
Goal settingDeveloping an assessment plan
 Assessing formatively and/or summatively Developing generative and reflective assessments
Developing practical, valid, reliable rubricsCommunicating criteria, methods
Using collaborative assessment methods Adhering to plans and rubrics
Preparing students to succeed in assessment
Discussion
What challenges do you face in assessment?
• (In groups) Civon what wa've discussed have
 (In groups) Given what we've discussed, how might you meet these challenges? What do you need to succeed?
you need to succeed.