What are your purposes for providing feedback & grading?

1.

What should be graded and what doesn't need to be?

2.

What kinds of feedback do you provide? Do you ask students to do anything with your feedback?

3.

What do you focus on when evaluating student work—whether graded or not?

4.

How do you balance individual & group work, supported work and unsupported work when calculating course grades?

5.

What is your grading philosophy?

Learning Orientation

<table>
<thead>
<tr>
<th>Focus on:</th>
<th>Performance Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ improving competence</td>
<td>Focus on:</td>
</tr>
<tr>
<td>▶ seeking challenge</td>
<td>▶ proving competence</td>
</tr>
<tr>
<td>Belief success is a result of effort &amp; failure is a result of lack of effort</td>
<td>▶ avoiding challenge</td>
</tr>
<tr>
<td>Likely to work strategically &amp; learn new strategies as necessary – focus on deep learning for understanding</td>
<td>Likely to use inappropriate or 'short-cut' strategies – focus on surface learning for the test</td>
</tr>
<tr>
<td>When faced with obstacles – they persist!</td>
<td>When faced with obstacles – they quit!</td>
</tr>
<tr>
<td>View instructors as resources</td>
<td>View instructors as evaluators</td>
</tr>
</tbody>
</table>

What about you?

How could your attitudes about evaluation and grading be influencing students’ orientation to learning?

What could you do to increase students’ learning orientation?

Do you evaluate different kinds of learning differently?

- Content worth being familiar with – assess informally
- Foundational knowledge & skills – assess via quizzes and problems requiring application
- Enduring understandings at the heart of the discipline – assess (after lots of guided practice) through authentic activities, multiphase projects

Backward Design

(Wiggins & McTighe)

Be sure you have alignment among:

- Central, enduring concepts – what are the learning objectives for the course?
- Assignments - how do the assignments and activities contribute to students' acquisition of those objectives?
- Assessments – does your assessment reveal your students' understanding of the course objectives?
- Feedback – are you providing feedback that students can use to re-direct their efforts?
- Grading – are students' evaluated on their progress toward those objectives?
Effective Feedback & Efficient Grading

Elon University
August 18, 2011

Assessment worthy of everyone’s time
(Svinicki, Wiggins & others)

- Assess what you value most
- Make assessments meaningful learning opportunities
- Maintain high standards & prepare your students with appropriate challenge & support
- Be transparent about your criteria & talk about grades
- Allow for development of personal voice & risk taking
- Promote self-assessment

In your course, what do you focus on?

1) Growth from baseline, comparison with other students, or absolute level of achievement?
2) Global quality of work or specific knowledge or skills?
3) Content learning only or participation, attitude, speed, diligence?...

Feedback

Feedback is only effective if students make use of it to improve their learning
Provide group feedback & individual feedback
Make use of self, peer & community feedback
Think about the timing of feedback
Help your students use your feedback effectively

Informative feedback

Descriptive feedback: fosters students’ sense of control
- Compares student work with criteria and/or previous work
- Describes what works well and what needs more effort

Judgmental feedback: fosters a sense of being controlled
- No explanation for grade
- Comments on student rather than on work
- Compares work with that of others

How much feedback?

- Provide more feedback if students are going to revise and resubmit their work
- Otherwise provide mostly whole class feedback and some individualized feedback focused on assignment objectives only

Too much feedback

1. Demand, a widely prescribed paradigm, causes the ratio of NCAT(500)/NCAT(200) to increase. Which electrotransporter complex is inhibited by Demand?
2. Calculate the standard free energy change, \( \Delta G^\circ \), for the reaction in which...
Effective Feedback & Efficient Grading

Do you use rubrics?
Why or why not?

The value of rubrics

- Clarifying expectations (for you and your students)
- Clarifying and focusing feedback (for you and your students)
- Enhancing your efficiency*
- Increasing consistency (and rigor?) of your grading
- Promoting self-regulation – students can use rubrics to assess their work before (and after) they turn it in

Examples of Rubrics

Developing Rubrics

1. Look at existing rubrics
2. Create assignments and rubrics at the same time (& revise as needed)
   - Determine the dimensions of the assignment; what will you look for when you grade?
   - Determine the levels for each of these dimensions (how many units on the scale?)
3. Descriptive anchors or no anchors? Points for each level of each dimension or overall points?
4. Consider having your students help develop rubrics
How do you use technology?

- track changes
- insert comments

Microsoft Word

- JING/Screencast from Techsmith
  - capture text and/or images
  - mark directly on student work
  - create a video with voice over
  - save and/or upload file
  - provide your students with individual links

http://screencast.com/t/ujtpFJ8R

Free Software

- Next steps

What are one or two things you will do differently this semester?
- about grading?
- about feedback?

What questions do you have?

Grading/Feedback Resources

- Effective Grading by Walvoord & Anderson
- Classroom Assessment Techniques by Angelo & Cross
- Educative Assessment by Grant Wiggins
- McKeachie’s Teaching Tips by McKeachie & Svinicki
- Tools for Teaching by Davis
- Mindset by Dweck
- AAC&U VALUE rubrics www.aacu.org/value/rubrics/
- http://www.cmu.edu/teaching/design/teach/examwrappers/
- Email for a copy of these slides or with questions: pfsitlen@elon.edu or kingcathy@elon.edu

Exam Wrapper

1. Approximately how much time did you spend preparing for this exam? _______

2. What percentage of your test preparation time was spent in each of these activities?
   a. Reading textbook sections ______
   b. Rereading textbook sections ______
   c. Reviewing homework solutions ______
   d. Solving problems for practice ______
   e. Reviewing your own notes ______
   f. Reviewing materials from BlackBoard ______
   (What materials?) ______
   g. Other ______
   (Please specify) ______

3. What aspect(s) of your preparation for this exam seemed different from your exam 1 preparation? Did these changes have any effect?

4. Note that you have looked over your graded exam. Estimate the percentage of points you lost due to each of the following (make sure the percentages add up to 100):
   a. Trouble with various and vector notation ______
   b. Algebra or arithmetic errors ______
   c. Problem with Venn-diagram ______
   d. Requirement of information from the passage ______
   e. Other ______
   (Please specify) ______

5. What aspect(s) do you need to work on to improve your exam grades? ______

Email for a copy of these slides or with questions: pfsitlen@elon.edu or kingcathy@elon.edu
Effective Feedback & Efficient Grading

A Rubric for Rubrics
A Tool for Assessing the Quality and Use of Rubrics in Education

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of criteria</td>
<td>Criteria being assessed are unclear, impossible to interpret</td>
<td>Criteria being assessed are clear, adequately differentiate the levels</td>
<td>Criteria being assessed are clear, appropriate and distinct</td>
<td>Criteria being assessed are clear, clearly delineated and fully appropriate for the assignment/evaluation</td>
</tr>
<tr>
<td>Distinction between levels</td>
<td>Levels do not overlap or clearly separate the levels</td>
<td>Levels clearly distinguish the levels</td>
<td>Levels distinguish between levels appropriately, but do not clearly separate the levels</td>
<td>Levels distinguish clearly between levels and overlap minimally</td>
</tr>
<tr>
<td>Reliability of scoring</td>
<td>Scoring is inconsistent, results in significant variations</td>
<td>Scoring results are consistent and reliable</td>
<td>Scoring is consistent but there may be slight variations</td>
<td>Scoring results are consistently accurate and reliable</td>
</tr>
<tr>
<td>Quality of Explanations/Comments to Learners</td>
<td>Rubric is not shared with learners</td>
<td>Rubric is shared and provides some details but is not comprehensive</td>
<td>Rubric is comprehensive and provides clear explanations</td>
<td>Rubric is complete, clear, and provides detailed explanations for each level</td>
</tr>
<tr>
<td>Support of Metacognitive or Learner Ownership</td>
<td>Learners do not see the rubric</td>
<td>Learners do see the rubric but do not see its value</td>
<td>Learners see the rubric and its value is clear and unambiguous</td>
<td>Learners are actively engaged in the process of self-assessment and reflection</td>
</tr>
</tbody>
</table>

web url: http://www.tltgroup.org/resources/Rubrics.htm