

MARKING ASSIGNMENTS: Designing Scoring Guides That Work

Roger Graves
Professor, EFS
Director, Writing Across the Curriculum

Assessment and You

- We all get evaluated when we write grant proposals, at year-end, in courses, and informally



TLEF Scoring Guide

Please indicate the extent to which the proposal meets each of the TLEF criteria below.

1) Relationship of Educational Theory to Practice	High	Medium	Low
2) Evidence the Project or Research is Supported by Educational Theory and Empirically Validated Educational Experience	High	Medium	Low
3) Innovation	High	Medium	Low
4) Alignment with <i>Dare to Discover</i>	High	Medium	Low
5) Sustainability	High	Medium	Low
6) Collaboration	High	Medium	Low
7) Evaluation	High	Medium	Low
8) Dissemination	High	Medium	Low
9) Budget and Schedule of Timelines	Comment on Reverse		

Recommendation:

- Full Approval Amount Awarded: 100% Partial
- Conditional Approval Amount Awarded: 100% Partial
- Not Approved Comment below

Provide comments for Principal Investigator on reverse.

FEC criteria

The Faculty emphasizes that the teaching function has many components which must be taken into account. These may include:

- i) communication in class and through correction of assignments;
- ii) organization and coverage of class material;
- iii) creativity and innovation;
- iv) awareness of new developments in specialty area(s);
- v) versatility in teaching small-enrolment as well as large-enrolment classes;
- vi) teaching of a suitable range of courses, and of new courses;
- vii) new course development or substantial revision of existing courses; involvement at different levels in the undergraduate and graduate
- viii) programs;
- ix) course coordination;
- x) supervision of undergraduate or graduate directed reading courses, honors tutorials or honors theses;
- xi) out-of-class counselling, advising, and mentoring;
- xii) involvement in graduate supervision;
- xiii) supervision of Graduate Teaching Assistants;
- xiv) substantiality of teaching load;
- xv) appropriate and creative development, refinement, and use of teaching aids and technologies;
- xvi) adherence to procedures established by the University for the responsible conduct of a course, including due respect for students and their interests.

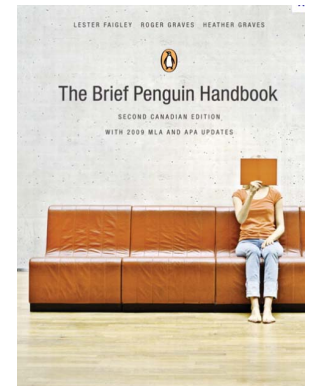
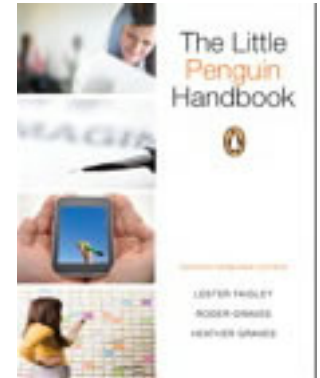
Key = Assignment Sheets

- Assignment sheet, peer response sheets, and scoring guides all communicate the evaluation criteria
- They all must be consistent with each other
- They should change with the genre being evaluated
- They can be tailored to fit the topic

Peer Response:

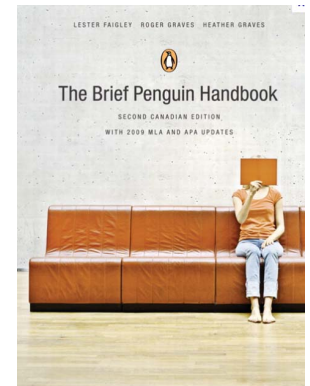
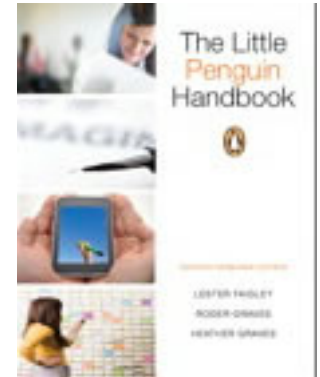
Generic response criteria

- Introduction (LPH 6c/BPH 2, 10-13)
- Thesis (LPH 4b/BPH 2d, 10-13)
- Organization (LPH 5a/BPH 10-13)
- Sources (LPH 10, 11, 12/BPH 17-28)
- Standard Edited English (LPH Part 5 and 6/BPH Parts 8, 9, 10)



Rhetorical issues criteria

- Audience (LPH 1a,b/BPH 1b, c)
- Purpose (LPH 1d/BPH 1e)
- Argument (BPH 9c)
- Style (LPH Part 4/BPH Part 7)
- Tone (LPH 22/BPH 32)



Argument structure

Claim

Stated reason

Grounds/evidence

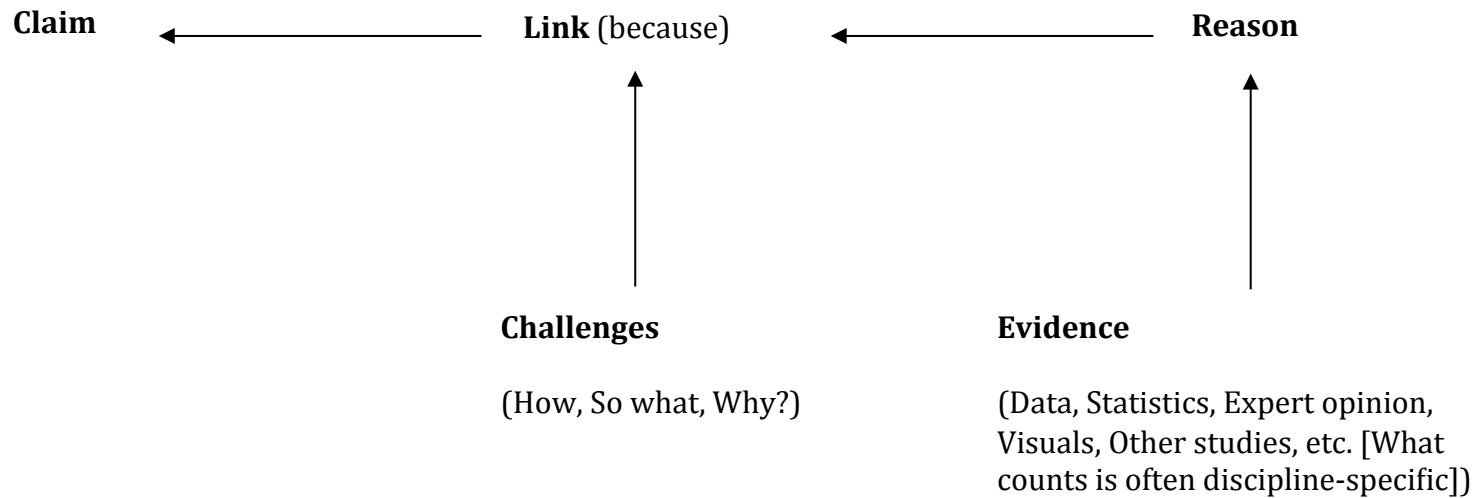
[Unstated assumptions]

Evidence supporting unstated assumption

Rebuttal

Qualifiers

Informal Argument and Academic Writing



Ex. [this study] will be a unique scholarly contribution **because** very few studies genuinely combine oral history and the documentary record.

Working (not final) thesis

Topic	Homelessness in Edmonton
Researchable question	“What programs and policies are effective in preventing homelessness in Edmonton?”
Working thesis	A solution to the complex problem of homelessness demands sophisticated solutions that include three dimensions : affordable housing ; enough money to cover basic living expenses ; and access to social services (Shelter House 2011).

Criteria-specific assignment

- Include phrases and criteria that were stated in your assignment
- Phrase them as questions
- Ask them the kinds of questions you ask yourself when reading student assignments:
Where is the reference to that quote? (LPH 13d/
BPH 25a)
Where is the other part of the comparison? (LPH
6b/BPH 3b)

Criteria for editing

- Connections between sentences (LPH 6d, 21b/BPH 3e, 31b)
- Wordiness (LPH 20b/BPH 30)
- Active verbs vrs. “to be” verbs (LPH 19a/BPH 29b)
- Attitude: adjectives and adverbs (LPH 28/BPH 29e)
- Specific language (LPH 22d/BPH 32)
- Inclusive language (LPH 22e/BPH 33)

Scoring Guides Defined

- Scoring guides describe your criteria for evaluating student performances

As promised! Feedback from your session.

Do you VALUE having access to learning opportunities such as this?

This workshop assisted in two ways:

- it make me think about my written communication in more focused way AND
- it made me aware of more of the resources available to assist me with my writing.

Very much!

verty focused and manageable within other time constraints- thank you!

I would like to see more workshops focusing on writing skills.

What additional topics would you be interested in?

- 1 More specific writing topics - grant proposals, letters, etiquette reminders...
- 2 converting technical writing/jargon into layman's language would be helpful.
- 3 Grammer

Kinds of Scoring Guides

Holistic

Descriptions of overall achievement and effect
Faster to use

Analytic

Separate scores for each criterion
Precise

or

General description

- General criteria applicable to all assignments

Primary trait scoring

- Criteria specific to an assignment

TYPE A: HOLISTIC SCALES

Writing Program General Grading Rubric

Grade Ranges

Below 50	50-60	60-70
<p>Grades in this range identify assignments with problems sufficiently severe and/or pervasive that they significantly compromise the document's ability to communicate.</p> <p>Grades in this range generally indicate ONE or more of the following characteristics:</p> <ol style="list-style-type: none">1. Plagiarism.2. Failure to follow the assigned topic.3. Severe systematic problems	<p>Grades in this range identify assignments that, while generally acceptable, have AT LEAST ONE of the following characteristics:</p> <ul style="list-style-type: none">▶ a significant global deficiency (mistaken audience, inconsistency in purpose)▶ several major problems (see list below)▶ numerous minor problems	<p>Grades in this range tend to be fairly common in writing courses.</p> <p>These grades identify a generally good performance on the criteria listed below with minor problems of various kinds throughout the assignment or in more than one category.</p>

Please note that these descriptions are guidelines only, and do not cover all situations.

TYPE A: HOLISTIC SCALE

Holistic Grading Rubric for Writing Assessment (GERM 111/112) A

“A” DEMONSTRATES HIGH PROFICIENCY

Excellent command of the language:

Addressed the topic; appropriate to the writing prompt (also in format, e.g. a letter requires greeting and conclusion); all expected elements are included; text flows; comprehensible; writing is appropriate to current level; length is appropriate

Word choice is appropriate and varied; sentence structure shows variety if possible on this level of writing (e.g. sub- and coordinating sentences, not only S-V-O structure; use of transitions);

Some errors which do not interfere with comprehension (i.e. word order is correct most of the time; subject-verb agreement is accurate most of the time, minor slips; spelling and punctuation are mostly accurate); learner demonstrated control of the forms focused on in this exam with very few mistakes

TYPE B: ANALYTIC SCALES

Oral Presentation Grading Sheet

Visuals

Size
Brevity
Informative titles
Appropriateness

1	2	3	4	5
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Presentation Skills

Face and/or eye contact
Speak clearly
Clear view of visuals
Elaborated on visuals
No excuses offered
Handling of questions

1	2	3	4	5
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Sample Scoring Guides

- The original is holistic
- The revised one is analytic

A	<p>DEMONSTRATES HIGH PROFICIENCY Excellent command of the language:</p> <ul style="list-style-type: none"> • Addressed the topic; appropriate to the writing prompt (greeting and conclusion); all expected elements are present; writing is appropriate to current level; length is appropriate • Word choice is appropriate and varied; sentence structure and level of writing (e.g. sub- and coordinating sentences; transitions); • Some errors which do not interfere with comprehension; subject-verb agreement is accurate most of the time; punctuation are mostly accurate; learner demonstrates command of language with very few mistakes
	<p>CLEARLY DEMONSTRATES PROFICIENCY Good command of the language:</p> <ul style="list-style-type: none"> • Generally addressed the topic; generally appropriate

Analytic Rubric for 111/112

1. Answered the question/addressed the topic	1	2	3
	Unclear		mostly
2. Format appropriate and correct	1	2	3
	Inappropriate		few errors in fo

Weighting the Guide

Which categories are more important to the overall grade?

This is another way of asking what are the most important factors for you when you evaluate a student's assignment.

Not all categories have to be or should be evenly weighted.

Guides should be different from first year to fourth year as expectations change.

Construct Validity

- The criteria on your guide need to be related to the criteria as discussed in class and need to match students' understanding of the criteria
- Guides work only if they capture/reflect the same concepts/criteria that were taught
- Your understanding of the criteria needs to remain constant throughout your marking session
- Referring to the *Little Penguin Handbook* is one way you could attempt to ensure validity on writing criteria

Reliability

- Guides help you to remain consistent in your grading by giving you a reference point to come back to as you render judgments
- In large scale evaluations (thousands of papers), groups of raters stop after grading a few papers to compare and cross-check their ratings
- You might check yourself after reading 10 or so assignments by going back to earlier ones and re-reading to see if you are consistently grading for the criteria listed on your rubric

<http://professionals.collegeboard.com/higher-ed/placement/ap/exam/scoring>