

## Activity: Grading

1. Grades are a product produced by educators; who are the consumers?
2. Why does each consumer care about grades? What do they want the grades to be?
3. What are the things that contribute to a good grade? List them
4. Based on the list, if we have a way to grade each of them separately, how much should each one contribute to the final grade?
5. Based on the list, which consumers value what?
6. Does 100% score mean “understand the material” – does it mean “know” the material? Does it mean “learn” the material?
7. Motivational impact
  - Grade-to-date: letter grade as the semester progresses
  - Points gained: start from 0 and move up -- numerical scores received
  - Points missed: start from 100 and move down -- numerical scores lost

## Grading practice

- Goal
  - Fairness and consistency
  - Accuracy
- Rubric: describe how various classes of student answers should map to student grades
  - What are benefit?
  - Ambiguity?
  - Consistent?
- Types of rubric:
  - Checklist: yes / no
  - Rating scale: points
  - Task specific (specification-based): achieve certain number of tasks = certain grade level
  - Combination: range to rate performance

## Wrap-up activity

- Consider the grading-activity. Imagine you are creating a grading scheme or rubric for this exam. The total points are 30. Discuss in your team. How would you grade this exam? What is your grading scheme or rubric? Be prepared to share why your grading scheme or rubric is appropriate.