

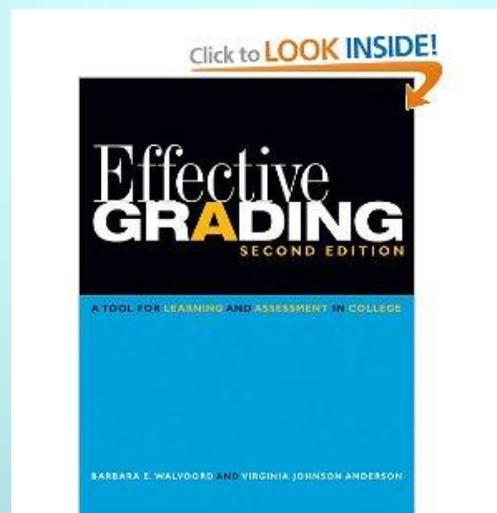
Effective Grading: A Tool for Learning and Assessment

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Based on tips shared by Dr. Virginia Anderson at a PAC Workshop 7/12/10 and 7/13/10
and the book, *“Effective Grading: A Tool for Learning and Assessment in College”*
that she co-authored with Barbara Walvoord

Session Learning Goal

Share Tips and Resources on Effective Grading motivated by Dr. Virginia Anderson's Workshop at PAC and the book she co-authored with Dr. Barbara Wolvaard!



Tip #1

Measure what matters most!



Imagine...

“Imagine yourself teaching in a perfect situation, where the students will do anything and everything you ask them to. They will do it on time and do it well...

In your deepest, fondest dreams, what kind of impact would you most like to have to have on your students? That is, when the course is over and it is now one or two years later, what would you like to be true about students who have had your courses that is not true of others?”

Understanding by Design

There is a difference between “getting it”
and mere recall of what was taught!

Backwards Design Logic

1. What do you want your students to learn?
2. Determine the evidence you would need to have to know that the students have achieved this learning.
3. Decide on the learning experiences needed to promote understanding, interest, and excellence.

Create Authentic Assessments and Learning Experiences!

Ask questions that require the student to show evidence of “understanding” rather than just recall!

Design learning activities and assessments that require higher order thinking and promote transfer of knowledge!



[Applying Bloom's to Student Learning](#)

[Bloom's Taxonomy Bloom's Digitally](#)

Dr. Ginny Anderson Examples

- Create a test blue print – list major areas test will cover, weight those areas, list the specific learning goals for each area, weight those within the area, write questions keeping Bloom’s levels in mind.
- Code the questions you ask on exams according to Bloom’s taxonomy and ask the students to compute their “Application Score” on the exam. Then ask the students to write a reflection on how they would study differently.

Tip #2

Use Scoring Guides!



Examples of Scoring Guides

- **Grade Descriptions** – What constitutes an A, a B, etc. Circle statements. Construct the statements by examining student work.
- **Check Sheet** – lists of what the student should check for and what the teacher will look for (ask students to organize their work before turning it in using the Check Sheet order)
- **Rubric** – a format in which each trait of a student's work (content and purpose, organization, etc.) is described using a scale from high to low.

Rubric examples

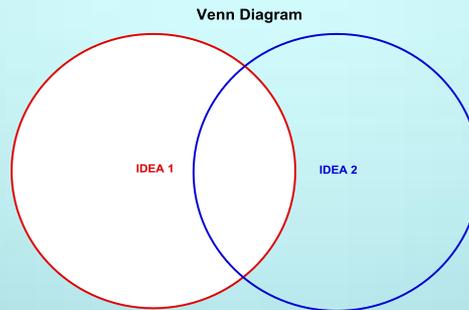
Share the Scoring Guide with students when you announce the assessment!

Tip #3

Use strategies to enhance
your use and your students'
use of test time!

Dr. Virginia Anderson Strategies

- The first test questions should be basic and meaningful.
- Alphabetize possible answers for matching questions.
- Place blanks at the end of “fill-in-the-blank” questions.
- Use a Venn Diagram instead of a “compare and contrast” essay question



Dr. Virginia Anderson Strategies

- Make sequencing answers absolute or use another format
- Require students to reflect on a major assignment by using the prompt, “If I were to write a paper like this again, I would...” or ask the student to complete a reflective assignment about the worth and timing of the assignment.
- Keep a grading log for yourself and examine the time/benefit ratio of the activity/test/assignment carefully

What are your tips...?

... for saving time in the grading process or the testing process?

