Grading and Feedback Activity

1. Review the four criteria:

**Validity** – The grades reflect only how well the students met the targeted objectives and are not affected by the students’ prior grades, their personal attributes, or anything else but the quality of their work.

**Reliability** – A given product would get almost identical grades from two or more independent expert raters and from the same rater at two different times (such as early and late in the grading of a submitted assignment).

**Fairness** – The knowledge and skills being assessed were adequately taught, and the students knew in advance the criteria that would be used to rate their efforts.

**Efficiency** – The instructor can grade all the work and give students good constructive feedback without spending an inordinate amount of time.

1. Write one or more criteria (just the bold word) in the cell on the right that best align with the strategy. Multiple people can type in each cell at the same time by choosing a different line.

Breakout Room 1: Strategies # 1-5  
Breakout Room 2: Strategies # 6-10  
Breakout Room 3: Strategies # 11-14

|  | Strategy | One or more criteria |
| --- | --- | --- |
| 1 | Determine what you value in your grading based on your learning objectives. For example, if the goal is for students to apply a new procedure the process may be more important than the correct answer. | - Validity  - validity  - Validity |
| 2 | Outline expectations for written work. What information should they include in their write-up if there is one? For example, will you be looking for their thought process, so they should show their work? Are you looking for complete sentences and clear writing, or do you prefer to see bullets, tables, or sketches? | -reliability  -fairness  -Reliability |
| 3 | Outline expectations for group work. Are they allowed to work in groups on the out-of-lab assignments? What is considered cheating? Will they be graded individually or as a group? Will they have the chance to assess the contributions of their group mates? If so, will that be anonymous? | -fairness  -efficiency  -fairness |
| 4 | Consider how you will weigh different components of the assignment. How will you consider presentation (writing, tables, organization) compared to substance (data, results, analysis)? | -reliability  -reliability  - |
| 5 | Create a detailed rubric based on the above information. | -efficiency  -validity  -reliability |
| 6 | Provide students with the rubric. | - reliability    -validity  -fairness  efficiency |
| 7 | Provide students with completed examples that earned different grades. An activity where students grade the example using the rubric can help them better understand what is expected of them. | -efficiency  -fairness  -reliability  -validity |
| 8 | If students are turning in individual work, ask them to write the names of their partners on their assignment so you can review their collaboration. | -validity  -reliability  - |
| 9 | Closely follow the grading rubric. Have a norming session with all graders and keep notes on how the rubric can be improved. | -fairness  -  - |
| 10 | Grade anonymously by asking students to put their names on the last page. Enable anonymous grading in Canvas if submissions are electronic. | -  -  - |
| 11 | If many students missed the same question or part, address it with everyone rather than providing detailed individual feedback over and over again. | -Effinicy  -  -Fairness |
| 12 | Give students feedback that will help them improve on the next assignment. Make sure students understand the big issues that will improve their work significantly if addressed, and which issues are more minor. | -Efficiency  -  -Validity |
| 13 | Give feedback in a timely manner so students can adjust before the next assignment. | -Effinicy  -Realibabity  -Validity |
| 14 | Show students where to find feedback if submissions are electronic. Have students reflect on your comments and consider inviting them to re-submit. | -  -Realibability  - |