



# Course PM

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## LH216V Develop the Learning by Using Grading Criteria 1.5 credits

A course in teaching and learning in higher education directed to KTH teachers. The aim of the course is that the course participant should learn how to design criterion-referenced grading criteria and how to adapt the assessment to those criteria.

### Learning outcomes

On completion of the course, the course participant should be able to

- account for how intended learning outcomes, grading criteria and examination stick together,
- formulate criterion-referenced grading criteria for a course,
- suggest how items of the examination should be designed so that they assess according to the grading criteria,
- review critically grading criteria,
- account for different ways to combine grades to a final grade and which effects these can give.

### Teachers

- Viggo Kann, CSC/ECE, teacher and examiner
- Anna-Karin Högfeltdt, ECE, teacher
- Emma Lundkvist, Uppsala university, teacher
- Anna Johansson, Teaching assistant
- Svea Ekelin, Teaching assistant

### Schedule

- September 29th 2015, 09.15-12.00, Sydöstra Galleriet  
purpose with grading criteria, ILOs, assessment, designing grading criteria and adapting the assessment forms.
- October 13th, 13.15-16.00 in Salongen/Main Library  
Students' thoughts about grading criteria, A case study on grading criteria at Uppsala Universitet, discussions and work with your submitted assignment 1, KTH regulations, combining grades to a final grade, pitfalls and ideas.

### Examination

- Attendance on the two course meetings
- Assignment 1a (draft of new grading criteria), Submitted on October 12th
- Assignment 1b (feedback to peers), Submitted at the latest on October 20th
- Assignment 2 (revised grading criteria etc), Submitted at the latest on November 10th

All assignments are submitted at the "group" LH216V Fall 2015:

<https://www.kth.se/social/group/lh216v-grading-cri-2/>

### Readings and examples on Grade Descriptors / Grading Criteria / Grading Rubrics

- Chris Rust, Purposes and principles of assessment, Oxford Brookes University, 2002.  
[http://www.brookes.ac.uk/services/ocslid/resources/briefing\\_papers/p\\_p\\_assessment.pdf](http://www.brookes.ac.uk/services/ocslid/resources/briefing_papers/p_p_assessment.pdf)
- Reference (in Swedish, but good to be aware of and have a look at ): Stefan Ekecrantz, Målrelaterade betyg - Att arbeta med betygskriterier och bedömning i sju grader, UPC-rapport 2007:1, Stockholms universitet, 2007.  
[http://www.su.se/polopoly\\_fs/1.10979.1295533751!/menu/standard/file/UPCrapport\\_2007\\_1\\_Malrelaterade\\_betyg.pdf](http://www.su.se/polopoly_fs/1.10979.1295533751!/menu/standard/file/UPCrapport_2007_1_Malrelaterade_betyg.pdf)

- **General guidance at UCD, Dublin.** A table with the levels A-F described. Should be helpful for a first general idea on how to distinguish the levels. Not related to a specific discipline.  
[http://www.ucd.ie/registry/assessment/student\\_info/Explanation%20of%20Modular%20Grade\\_Descriptors.pdf](http://www.ucd.ie/registry/assessment/student_info/Explanation%20of%20Modular%20Grade_Descriptors.pdf)
- **Lab Report Rubric.** This seems like a well designed grading rubric. The lab course is described, together with the ILOs. The scale 0-3 is applied on the eight types of criteria used. How the criteria relate to the ILOs is shown, together with the formula for the final scoring. All in all, this rubric looks like what you are expected to develop for your course (or course module) within this course (LH216V).  
<http://tll.mit.edu/sites/default/files/examples/rubric-lab-report-fallo9.pdf>
- **Civil and Environmental Engineering.** Extensive scoring rubrics for program outcomes. Click on the outcomes to find the scoring levels!  
[http://www.ce.udel.edu/ABET/Current%20Documentation/ABET\\_scoring\\_rubrics\\_index.html](http://www.ce.udel.edu/ABET/Current%20Documentation/ABET_scoring_rubrics_index.html)
- **Scoring rubric for Mechanical Engineering Course Project:**  
<http://www.eng.kuniv.edu/media/dep/aaa/files/assessment/Toolbox/PDF/ATSRP.pdf>
- **Bioethics project, Research Paper Rubric.**  
<https://sites.google.com/a/brvgs.k12.va.us/bioethics/research-paper/research-paper-rubric>
- **Scoring rubrics for professional writing.** Nine criteria and four scoring levels that can be useful for inspiration on how to work with marking (or peer marking) where writing skills are to be trained and assessed. <http://tll.mit.edu/sites/default/files/examples/rubric-tll-writing.pdf>
- **Scoring rubrics for professional presentations.** Eight criteria and four scoring levels that can be useful for inspiration on how to work with marking (or peer marking) where oral presentation skills are to be trained and assessed.  
<http://tll.mit.edu/sites/default/files/examples/rubric-oral-presentation.pdf>
- **Engineering Physics: Assignment Grading Rubric.**  
<http://nexus.cqu.edu.au/assignmentview/displayDocument/2314/2012+PHYS+11184+Assignment+Grading+Rubric.pdf>
- **Examples of Rubric creation: Physics exam problems and Sociology essay assignment.**  
<https://gsi.berkeley.edu/teachingguide/grading/rubrics-creation.html>

## Course evaluation

By the end of meeting 1, a mini-evaluation will be carried out. After completing the course, you will be provided with a link to a questionnaire with questions about the whole course.

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[Visa tidigare händelser \(1\) >](#)

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Anna-Karin Högfeldt flyttade sidan från Develop the Learning by Using Grading Criteria (LH216V) 21 september 2015

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Studenter, lärare och assistenter på kursen får läsa.

Senast ändrad: 2015-09-28 22:49. [Visa versioner](#)

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