Detailed course syllabus (kurs-PM)

LH216V Develop the Learning by Using Grading Criteria, 1.5 credits

October-December 2017

The aim of the course is that the course participant should be able to use outcomes based criterion-referenced grading criteria and assessment aligned to the criteria in his or her own courses.

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, course coordinator, teacher and examiner
- Emma Lundkvist, Uppsala university, teacher
- Veine Haglund, Teaching assistant

Schedule: meetings

- Meeting 1: October 3, 2017, 09:00-12:00 in Hjärne, KTH Library building.
  Purpose with grading criteria, ILOs, assessment, designing grading criteria and adapting the forms of assessment.

- Meeting 2: November 14, 13:15-16:00 in Lallerstedt, KTH Library building.
  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 advice.

- Meeting 3: December 19, 13:15-16:00 in Lallerstedt, KTH Library building. Recommended but non-mandatory meeting. Discussons of the submitted final version of the grading critera and how they should be implemented.

Language

We will try to have a parallel language environment in the course, so that it is allowed to speak both Swedish and English. The terminology will be given in both Swedish and English, and you are allowed to write your assignments in either Swedish or English. We recommend that you use the same language in your assignments as the course you are writing your grading criteria for is using.

Examination

- Assignment 1a (draft of new grading critieria), submitted before November 13 at 13:00.
- Assignment 1b (feedback to peers), submitted before November 21 at 13:00.
- Assignment 2 (final version of grading criteria etc), submitted before December 6 at 13:00

All assignments are submitted in Canvas.

Readings and examples of grading criteria (or grade descriptors or grading rubrics)

- Chris Rust, **Purposes and principles of assessment (http://owww.brookes.ac.uk/services/ocsld/resources/briefing_papers/p_p_assessment.pdf)** , Oxford Brookes University, 2002.
- Johanna Bergqvist. **Att sätta praxis på pränt: En handbok i att skriva betygskriterier. (http://lup.lub.lu.se/luur/download?func=downloadFile&recordOId=7766335&fileOId=7766340)** (in Swedish)
- Stefan Ekecrantz, **Målrelaterade betyg - Att arbeta med betygskriterier och bedömning i sju grader (http://www.su.se/polopoly_fs/1.10979.1295533751!/menu/standard/file/UPCrapport_2007_1_Malre laterade_betyg.pdf)** , UPC-rapport 2007:1, Stockholms universitet, 2007. (in Swedish)
- Examples of Rubric creation: Physics exam problems and Sociology essay assignment. **http://gsi.berkeley.edu/teachingguide/grading/rubrics-creation.html (http://gsi.berkeley.edu/teachingguide/grading/rubrics-creation.html)**
- Exemples of grading criteria at KTH, mostly from former participants of LH216V, can be found at **the web page of the grading criteria project** **(https://www.kth.se/ece/avdelningen-for-larande/hogskolepedagogik/utveckling/betygskriterier-1.370030)** .
- **Graham Gibbs: Learning in Teams (https://kth.instructure.com/courses/3902/files/439901/download?wrap=1)** **(https://kth.instructure.com/courses/3902/files/439901/download?wrap=1)** Grading of team projects, among other things.

- **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-fall09.pdf (http://tll.mit.edu/sites/default/files/examples/rubric-lab-report-fall09.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)

- **Bioethics project, Research Paper Rubric.** https://sites.google.com/a/brvgs.k12.va.us/bioethics/research-paper/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 (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 (http://tll.mit.edu/sites/default/files/examples/rubric-oral-presentation.pdf)

- **Rubrics for artists and designers.** http://onlinelibrary.wiley.com/doi/10.1002/tia2.20043/full (http://onlinelibrary.wiley.com/doi/10.1002/tia2.20043/full)

Course evaluation and course analysis

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.

After the course, the course coordinator will write a course analysis, that will be published on the course web, under **Kursdata & kursanalys (https://www.kth.se/social/course/LH216V/page/kursdata-amp-kursanalys-lh216v/)** .

The following improvements of the course were suggested in the course analysis of the previous course offering and implemented in this course offering:

- The requirements of assignment 2 have been clarified and pointed out.
- A list of the key concepts in Swedish and English has been added.

The improvement suggestion that the system peergrade.io should be used for peer feedback instead of Canvas has not been implemented, because KTH has not yet got a license for

peergrade.io.