Detailed course syllabus (kurs-PM)

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 Högfeldt, ECE, teacher
- Emma Lundkvist, Uppsala university, teacher
- Svea Ekelin, Teaching assistant
- Veine Haglund, Teaching assistant

Schedule: meetings

- Meeting 1: March 23, 09:20-12:00 in Salongen, KTH Main Library building.
  Purpose with grading criteria, ILOs, assessment, designing grading criteria and adapting the assessment forms.

- Meeting 2: April 25, 13:15-16:00 in Salongen, KTH Main 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 ideas.

- Meeting 3: June 1, 09:15-12:00 in Salongen, KTH Library building.
  Recommended but non-mandatory meeting. Discussons of the submitted final version of the grading critera and how they should be implemented.

Examination

- Assignment 1a (draft of new grading critieria), submitted before April 24 at 13:00.
- Assignment 1b (feedback to peers), submitted before May 3 at 13:00.
- Assignment 2 (final version of grading criteria etc), submitted before May 19 at 13:00

All assignments are submitted in Canvas.

Readings and examples on Grade Descriptors / Grading Criteria / 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)
- 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 particiapants 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)** .
- 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_Malrelaterade_betyg.pdf)** , UPC-rapport 2007:1, Stockholms universitet, 2007. (in Swedish)
- **Graham Gibbs: Learning in Teams (https://kth.instructure.com/courses/1940/files/150898/download?wrap=1)**  **(https://kth.instructure.com/courses/1940/files/150898/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)
- **Scoring rubric for Mechanical Engineering Course Project:** http://www.eng.kuniv.edu/media/dep/oaa/files/assessment/Toolbox/PDF/ATSRP.pdf (http://www.eng.kuniv.edu/media/dep/oaa/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 (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)
- **Engineering Physics: Assignment Grading Rubric**. http://nexus.cqu.edu.au/assignmentview/displayDocument/2314/2012+PHYS+11184+Assignment+Grading+Rubric.pdf (http://nexus.cqu.edu.au/assignmentview/displayDocument/2314/2012+PHYS+11184+Assignment+Grading+Rubric.pdf)

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.