

Course memo (kurs-PM)

LH216V Develop the Learning by Using Grading Criteria, 1.5 credits

January-March 2019

Intended learning outcomes (as well as criteria for passing the course)

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 outcomes based 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.

in order to be able to design outcomes based criterion-referenced grading criteria and assessment that can be immediately used in his or her own courses.

Teachers

- Viggo Kann, EECS, course coordinator, teacher and examiner
- Emma Lundkvist, Uppsala university, teacher
- Ida Naimi-Akbar, ITM, teacher
- Veine Haglund, CL student, teaching assistant

Schedule: meetings

- Meeting 1: 22 January 2019, 13:00-16:00 in Salongen, KTH Library building.
Purpose of grading criteria, how grading criteria can be designed, examples of ILOs, outcomes based grading criteria and assessment, first own grading criteria.
- Meeting 2: 14 February 2019, 9:00-12:00 in Salongen, KTH Library building.
How grading criteria can support the learning in a course, students' thoughts about grading criteria, a case study on grading criteria at Uppsala Universitet, discussions on and work with

your submitted assignment 1, KTH regulations, combining grades to a final grade, pitfalls and advice.

- Meeting 3: **25 March 2019, 14:00-16:00 in Lallerstedt**, KTH Library building. (the date has been changed!)
(Strongly recommended but not mandatory meeting.)
Sharing of your grading criteria and assessment, how to further improve the grading criteria, evaluation of LH216V.

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 criteria), submitted before 11 February 2019 at noon.
- Assignment 1b (feedback to peers), submitted before 13 February 2019 at 19:00.
- Assignment 2 (final version of grading criteria etc), submitted before 7 March 2019 at 19:00.

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://owwww.brookes.ac.uk/services/ocslid/resources/briefing_papers/p_p_assessment.pdf) (http://owwww.brookes.ac.uk/services/ocslid/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&recordId=7766335&fileId=7766340). (<http://lup.lub.lu.se/luur/download?func=downloadFile&recordId=7766335&fileId=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) (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)
- [Useful taxonomies when formulating grading criteria on different levels](https://kth.instructure.com/courses/8990/files/1642713/download?wrap=1). (<https://kth.instructure.com/courses/8990/files/1642713/download?wrap=1>) 
- [Grading student work](https://kth.instructure.com/courses/8990/files/1642713/download?wrap=1) (<https://gsi.berkeley.edu/gsi-guide-contents/grading-intro/>), - tips and examples of Rubric creation from Berkeley.
- [Examples of grading criteria at KTH](https://intra.kth.se/utbildning/utveckling-och-hogskolepedagogik/stodmaterial/malrelaterade-betygskriterier) (<https://intra.kth.se/utbildning/utveckling-och-hogskolepedagogik/stodmaterial/malrelaterade-betygskriterier>), mostly from former

participants of LH216V.

- **[Graham Gibbs: Learning in Teams](https://kth.instructure.com/courses/8990/files/1642704/download?wrap=1)**
(<https://kth.instructure.com/courses/8990/files/1642704/download?wrap=1>).  <https://kth.instructure.com/courses/8990/files/1642704/download?wrap=1>. Grading of team projects, among other things.
- **[Phillip Dawson: Assessment rubrics: towards clearer and more replicable design, research and practice](https://kth-primo.hosted.exlibrisgroup.com/primo-explore/search?vid=46KTH_VU1_L&sortby=rank&lang=en_US)** (https://kth-primo.hosted.exlibrisgroup.com/primo-explore/search?vid=46KTH_VU1_L&sortby=rank&lang=en_US). (available through KTHB). Describes and discusses grading rubrics and gives 14 design elements related to rubrics. A useful paper, but a bit hard to read if you are not used to read educational research papers.
- **[Lab Report Rubric](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>). An example of a well designed grading rubric from MIT. 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 within this course (LH216V).
- **[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](http://tll.mit.edu/sites/default/files/examples/rubric-tll-writing.pdf)**
(<http://tll.mit.edu/sites/default/files/examples/rubric-tll-writing.pdf>). 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.
- **[Scoring rubrics for professional presentations](http://tll.mit.edu/sites/default/files/examples/rubric-oral-presentation.pdf)**
(<http://tll.mit.edu/sites/default/files/examples/rubric-oral-presentation.pdf>). 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.
- **[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/)**
(<https://www.kth.se/social/course/LH216V/page/kursdata-amp-kursanalys-lh216v/>).