Fundamentals of Grading and Assessment
Level 1: Foundations
Graduate Teaching and Learning Program
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Learning Objectives

• Provide participants with an introduction on the fundamentals of grading and assessment
• Focus on formative assessment by providing an opportunity to practice giving formative feedback and to reflect on that experience
• Provide a brief introduction to rubrics
Learning Outcomes

• Describe the difference between assessment and grading
• Define formative and summative assessment and describe how each is used in a course
• Describe backward design and how it supports assessment
• Give students feedback on submitted assignment
• Discuss challenges associated with formative feedback
• Describe strategies to support fairness in grading practices
• Describe the difference between analytic, holistic, and single-point rubrics and discuss the pros and cons of each
• Why do we assess students?
• How should we assess students?
• Are there approaches/practices we should avoid when assessing students?
Think, Pair, Share

5 minutes

The Stakes are HIGH

Q: Why are assessment and grading “high stakes” activities?
Q: What characterizes a “bad” assessment?
Q: What personal experiences to do you have with “bad” assessments or grading practices?

Assessment

• Aims to improve student learning
• Grading may be part of assessment, but assessment also involves ungraded measures of student learning
• Goes beyond grading which systematically examines patterns of student learning

vs. assessment FOR learning

https://www.cmu.edu/teaching/assessment/basics/grading-assessment.html
Grading

- Evaluates learning and performance
- Not always a reliable measure of student learning
- May include criteria that are not direct measure of learning (e.g. attendance, participation, effort)

https://www.cmu.edu/teaching/assessment/basics/grading-assessment.html
“Students may take notes in lectures, seminars, or from their reading, they may have been through the prescribed activities in laboratories or on field trips, but it is only when faced with assessment tasks that they majority of students seriously engage with the material.”

~ Bloxham and Boyd, 2007, p. 3
Deep (Mastery Approach)  
Strategic  
Surface (Performance Approach)
Power of Assessment

• Assessment shapes the way student approach learning
• It can influence how they do their homework, how they study, and how they collaborate

Grading and assessment can:
• impact the way students approach their learning
• support learning and increase student performance
Do Grades Matter?

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http://www.cse.buffalo.edu/~rapaport/betty.grading.gif
Grades are inherently ambiguous evaluations of performance with no absolute connection to educational achievement.”

~ Felton and Koper, 2005
Learning Outcomes

• **Describe** the difference between assessment and grading

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• **Describe** backward design and how it supports assessment

• **Give** students feedback on submitted assignment

• **Discuss** challenges associated with formative feedback

• **Describe** strategies to support fairness in grading practices

• **Describe** the difference between analytic, holistic, and single-point rubrics and **discuss** the pros and cons of each
Formative Assessment FOR learning

• Formative assessment: any task/activity which creates feedback (or feedforward) during the learning process
• Low stakes (low or no point value)
• Happen throughout the learning process

CATS
(Classroom Assessment Techniques)
CATS
(Classroom Assessment Techniques)

• For Students:
  • Practices key skills, build confidence
  • Provides detailed, actionable feedback
    • Identify areas for review
  • Encourage self-reflection, monitor own learning
  • Close gap between current and desire performance
  • Evidence instructors cares about learning
  • Helps student feel less anonymous

https://cft.vanderbilt.edu/guides-sub-pages/cats/#where
https://ctl.yale.edu/Formative-Summative-Assessments
CATS

• For Teachers:
  • Teacher-student dialogue
  • Diagnose students' strengths/weakness
  • Provides information about student learning with less work than traditional assignments
  • Just in time feedback about teaching-learning process

https://cft.vanderbilt.edu/guides-sub-pages/cats/#where
https://ctl.yale.edu/Formative-Summative-Assessments
Examples of CATS

- 1-minute paper
- Muddiest point
- One sentence summary
- Student generated test questions
- Journals
Summative Assessment OF learning

• Evaluates student learning, knowledge, proficiency, success at conclusion of an unit/ instructional period
• High stakes
• Pass/fail
• Grade/rank students
• Assess student readiness to progress/enter course/ program
• Identify areas for teaching improvement
High-stakes tests develop a love of learning.
High-stakes tests develop a love of learning.
High-stakes tests develop a love of learning.
High-stakes tests develop a love of learning.
High-stakes tests develop a love of learning.
High-stakes tests develop a love of learning.
Formative
- In class discussion
- Clicker questions
- Weekly quizzes
- 1-minute reflection
- Homework assignments
- Survey
- Mudiest - clearest point

Assessment FOR learning

Summative
- Instructor created exams
- Standardized tests
- Final projects
- Final presentations
- Final essays
- Final report
- Midterm/final exam

Assessment OF learning

https://ctl.yale.edu/Formative-Summative-Assessments
Assessment and Course Design

- **Course Goals/ Objectives**
- **Course Outcomes**
- **Lesson Outcomes**

**Formative assessment** measure for learning

**Summative assessment** measures if outcomes have been met
Three-Minute Paper

Why is it important instructors use formative assessments?

Why is it important these formative assessments reflect the summative assessments in a course?

Turn to a partner and discuss what you wrote.
Learning Outcomes

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Challenges of formative feedback

• Ineffective feedback or poorly timed feedback does not aid understanding in closing performance gap (Glover and Brown, 2006)

• Students want grades as a form of recognition—feedback justifies the grade rather than provide understanding to improve performance (Glover and Brown, 2006)

• Too much continuous assessment, used for summative purposes, could result in assessment overload, anxiety about grades (Hernadez, 2012)
Challenges of formative feedback

- Students do not always recognize when formative feedback is provided
- Students need support/trained on how to develop skills to review their own work (Hernadez, 2012)
- Limited opportunity to enter into dialogue about feedback (Irons, 2008)
Challenges of feedback

- Providing appropriate, meaningful feedback is hard and time consuming
- Comments can be limited and often do not suggest how to improve student learning (Irons, 2008)
- Feedback can be inappropriate or biased
- It is difficult to provide students with thorough, effective feedback in a timely manner
- Students do not read feedback, may not understand how to respond to feedback
Feedback

• “The crucial variable appears not to be the quantity of the feedback (which is what teacher tend to focus on) but the quality of student engagement with that feedback.” (Gibbs, 2006, p. 26)

• . . . Feedback should be a two-way conversation: it should take the form of assessment dialogues in an attempt to clarity the assessment process (Carless, 2006)
Good Feedback...

- Clarifies what constitutes good performance, making reference to learning outcomes, criteria, and expected standards
- Helps students develop self-assessment (reflection) in learning;
- Gives high quality information to students about their learning

Productive Feedback

Positive vs. Constructive vs. Effective

Productive!
When giving productive feedback

- Avoid empty praise—be specific
- You can be corrective, directive, or facilitative with your feedback
- You want to motivate to improve
Feedback

Corrective: Tells the student what to do

Directive: Tells the student how to fix a problem

Facilitative: Guides the student to their own solution

Armin Yazdani, Grading and Feedback in the Sciences, Learning to Teach Day, McGill University, 2017
2. What is the molecular formula of glucose?

\[ C_6H_12O_6 \]
2. What is the molecular formula of glucose?

\[ C_6H_{12}O_6 \]
2. What is the molecular formula of glucose?

\[ \text{C}_6\text{H}_{12}\text{O}_6 \]
Feedback Sandwich

- Light and fluffy opening comment
- Some minor things to work on
- One major skill
- Light closing
# Feedback Sandwich

<table>
<thead>
<tr>
<th>Light and Fluffy start</th>
<th>Some minor things to work on</th>
<th>One major skill to work on</th>
<th>Light closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent job on writing a thorough introduction</td>
<td>There are spelling mistakes</td>
<td>The methods section of the lab report are not clear as the processes are not scientifically sound or safe</td>
<td>Keep working hard</td>
</tr>
</tbody>
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<td>There are spelling mistakes</td>
<td>The methods section of the lab report are not clear as the processes are not scientifically sound or safe</td>
<td>Keep working hard</td>
</tr>
<tr>
<td>Good job on your presentation</td>
<td>There reference list is missing on the last slide</td>
<td>The presentation was over the time limit. Prior practice on the presentation can help to manage the time</td>
<td>Great use of figures</td>
</tr>
</tbody>
</table>

Armin Yazdani, Grading and Feedback in the Sciences, Learning to Teach Day, McGill University, 2017
What is feedback?

Feedback is an approach used to provide information how to improve a specific learning process. Usually, feedback is used after an exam, presentation and assignment. The feedback should be clear and very detailed. Additionally, it should identify the only the strengths. Finally, feedback should be S.M.A.R.T.
A Better Exemplar

**What is feedback?**

Good introductory explanation. However, FB has to happen during all the learning process.

Feedback is an approach used to provide information on how to improve a specific learning process. Usually, feedback is used **after** an exam, presentation, and assignment. The feedback should be clear and very detailed. Additionally, it should identify the **only** the strengths. Finally, feedback should be S.M.A.R.T.

Recheck whether FB should be detailed or not.

What does S.M.A.R.T. stand for?
Good Feedback...

- Encourages instructor and peer discussion about learning
- Encourages positive motivational beliefs and self-esteem
- Provides opportunities to improve work quality and close the gap between current and desired work quality
- Provides information to teachers that can be used to help improve feedback, assignments and assessment.

Providing Effective Feedback

• Make student learning primary goal—effective feedback is a mutual process between student instructor
• Students’ involvement in part depends on their perception of the instructor (Getzlaf, et al, 2009)
• Effective feedback is applicable to future assessments—focus comments on aspects that can be applied to future assessments
• Use questions to have students reflect on their on work

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LEARNING [COURSE/LESSON] OUTCOMES ARE STATEMENTS THAT INDICATE “WHAT A LEARNER IS EXPECTED TO KNOW, UNDERSTAND/OR BE ABLE TO DEMONSTRATE AFTER THE COMPLETION OF THE LEARNING PROCESS.”

(Kennedy et. All, 2006, p. 6)
Careful alignment is at the heart of good course design.

Alignment is a principle in curriculum theory that provides a common thread for learning outcomes, instructional activities and assessment.

Biggs and Tang, Teaching for Quality Learning at University, 2011.

Course goals/objectives
Course Outcomes
Lesson Outcomes
Active Learning
Assessment Tasks
### COURSE GOAL
Develop knowledge of 19th century classical repertoire and listening skills

### COURSE OUTCOMES (5-8 in course)
- **Explain** major stylistic differences of periods
- **Explain** and **illustrate** structures of major genres of the and romantic periods
- **Explain** major stylistic differences of between composers
- **Identify** different genres upon hearing musical examples
- **Differentiate** musical periods upon hearing musical example
- **Differentiate** composers upon hearing musical example

### LESSON OUTCOMES
- **Explain** the 4 movement structure of the classical symphony
- **Describe** how Mozart differs from Haydn compositionally
- **Differentiate** between Mozart and Haydn upon hearing and justify

### ASSESSMENT
- **Explain** the 4 movement structure of the classical symphony
- **Describe** how Mozart differs from Haydn compositionally **give examples**
- **Hypothesize** whether the composer played is Mozart or Haydn and **justify** prediction with evidence

### TEACHING AND LEARNING ACTIVITIES
- Lecture—4 movement symphony structure, compositional style of Mozart and Haydn
- Guided listening of select examples
- Practice differentiating between Mozart and Haydn and defend response
Outcomes and Assessment

Well written learning outcomes:

• Define what students should know or be able to do
• Are measureable/observable in terms of student success
• Indicate what will be assessed and *how* it will be assessed

Learning outcomes describe what you want students to **DO** with what they have learned and how they will **DEMONSTRATE** what they have learned—not simply what they have learned
Backwards Design

- Identify desired results (Big ideas and skills)
- Determine acceptable evidence
- Plan learning experiences and instruction (Learning events)

Mapping Outcomes and Assessment

Course Objectives

Course Outcome

Lesson Outcome

Lesson Outcome

Lesson Outcome

Assessment

Assessment

Assessment

Assessment

Assessment

Assessment
Mapping Outcomes and Assessment

Assessments might combine more than one outcome. e.g. Midterm/Final Exam Question
The teacher’s fundamental task is to get students to engage in learning activities that are likely to result in their achieving [those] outcomes...It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does” (Shuell, 1986, p. 429).
Be Clear About Nature and Purpose of the Assessment
Learning Outcomes

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• **Describe** the difference between analytic, holistic, and single-point rubrics and **discuss** the pros and cons of each
Be Fair when Assessing Students

1. Make expectations clear
2. Criteria should be based on clearly communicated learning outcomes
3. Provide students with assessment criteria in ADVANCE of the assignment being submitted
4. Don’t assume students will understand a list of assessment criteria—support students with conversation about the assessment criteria and exemplars
5. Keep accurate records
6. Be timely in returning assignments
Be Fair when Assessing Students

Don’t change the “rules”
• Grade in several sessions

What not to do when grading!

https://www.youtube.com/watch?v=0fn_vAhu_Lw
How Can You be Fair when Assessing Students?

- Talk to the instructor about expectations and review rubric and some examples
- Grade in several sessions to avoid grading fatigue
- Review for consistency/fairness
- Consider blind grading
- Use a rubric (shared with students in advance) to guide grading
Grading Tips

• One and done—mention error and explain how to correct it once (subsequent errors—highlight words/sentences)
• Bank comments—keep a bank of comments re: frequent errors
• Frontload feedback—feedforward with comments students can apply to future assignments (Sadler, 2010)

Grading Tips

• KISS (keep it simple for students)—avoid convoluted/esoteric comments—keep language academic, but accessible
• Less is more—Avoid the temptation to respond to everything that calls for adjustments/changes (Brookhart, 2011)

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Assessment tool that clearly indicates marking criteria

Rubric

Image: https://read6310.wikispaces.com/Rubrics
Rubrics

• Outlines the important components of the assessment
• Communicates expectations for the assignment
• Clarifies criteria for the assignment

Image: https://readingbyexample.com/2015/07/18/rethinking-rubrics/
http://www.queensu.ca/teachingandlearning/modules/assessments/34_s4_04_rubrics_and_marking_schemes.html
Rubrics

Benefits:

- Provides timely and detailed feedback that students can use
- Encourages critical thinking/self-evaluation
- Communicate expectations to students
- Exposes the component skills of any task
- Encourages fair and consistent marking

Image: https://readingbyexample.com/2015/07/18/rethinking-rubrics/
http://www.queensu.ca/teachingandlearning/modules/assessments/34_s4_04_rubrics_and_marking_schemes.html
Holistic Rubric

Groups several different assessment criteria & classifies them together under grade heading.
## Breakfast in Bed: Holistic Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal.</td>
</tr>
<tr>
<td>3</td>
<td>Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal.</td>
</tr>
<tr>
<td>2</td>
<td>Some food is cooked poorly, some aspects of presentation are sloppy or unclean, or the recipient is uncomfortable at times.</td>
</tr>
<tr>
<td>1</td>
<td>Most of the food is cooked poorly, the presentation is sloppy or unclean, and the recipient is uncomfortable most of the time.</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>• Always prepared &amp; attends class</td>
<td>• Usually prepared and attends class</td>
</tr>
<tr>
<td>• Participates constructively in class</td>
<td>• Participates constructively in class, works well with others, and is a team player</td>
</tr>
<tr>
<td>• Challenges his/her own thoughts and ideas</td>
<td>• Seeks to understand and acknowledge others’ thoughts</td>
</tr>
<tr>
<td>• Exceptional content knowledge</td>
<td>• Excellent content knowledge</td>
</tr>
<tr>
<td>• Demonstrates ability to integrate new knowledge into work</td>
<td>• Demonstrates initiative and improvement</td>
</tr>
</tbody>
</table>
### Holistic Rubric

**Pros**

- Emphasizes what learner *can* demonstrate
- Saves time by minimizing number of decisions made
- Can assist with consistently across graders

**Cons**

- Does not provide specific feedback for improvement
- Can be difficult to choose score when student work is at varying levels across the criteria
- Criteria cannot be weighted

Analytic Rubric

Separates different assessment criteria & addresses them comprehensively

Top axis—grades (numerically/letter grade)

Side axis—the assessment criteria

http://brown.edu/about/administration/sheridan-center/teaching-learning/assessing-student-learning/designing-rubrics

Image: http://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/
# Breakfast in Bed: Analytic Rubric

<table>
<thead>
<tr>
<th></th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong></td>
<td>Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.</td>
<td>Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.</td>
<td>All food is at the correct temperature, adequately seasoned, and cooked to the eater’s preference.</td>
<td>All food is perfectly cooked and seasoned to the eater’s preference. Additional condiments are offered.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>More than one item (tray, napkin, or silverware) are dirty or missing.</td>
<td>Tray, napkin or silverware may be dirty or missing.</td>
<td>Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.</td>
<td>Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.</td>
<td></td>
</tr>
<tr>
<td><strong>Comfort</strong></td>
<td>Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.</td>
<td>Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.</td>
<td>Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.</td>
<td>Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.</td>
<td></td>
</tr>
</tbody>
</table>
Analytic Rubric

Pros
• Provides feedback on areas of strength or weakness
• Each criterion can be weighted to reflect its relative importance

Cons
• More time consuming to create & use than holistic rubric
• May not be used consistently across raters, unless extremely well defined
## Analytic Rubric Exemplar

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0-4.5</th>
<th>5-6.5</th>
<th>7-8</th>
<th>8.5-10</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of forms, conventions, terminology, and strategies of literary texts</td>
<td>Demonstrates limited knowledge of forms, conventions, terminology, and strategies</td>
<td>Demonstrates some knowledge of forms, conventions, terminology, and strategies</td>
<td>Demonstrates considerable knowledge of forms, conventions, terminology, and strategies</td>
<td>Demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies</td>
<td></td>
</tr>
<tr>
<td>Critical and creative thinking skills</td>
<td>Uses critical and creative thinking skills with limited effectiveness</td>
<td>Uses critical and creative thinking skills with moderate effectiveness</td>
<td>Uses critical and creative thinking skills with considerable effectiveness</td>
<td>Uses critical and creative thinking skills with a high degree of effectiveness</td>
<td></td>
</tr>
<tr>
<td>Communication of information and ideas</td>
<td>Communicates information and ideas with limited clarity</td>
<td>Communicates information and ideas with some clarity</td>
<td>Communicates information and ideas with considerable clarity</td>
<td>Communicates information and ideas with a high degree of clarity and with confidence</td>
<td></td>
</tr>
<tr>
<td>Spelling and grammar</td>
<td>Several errors</td>
<td>A few errors</td>
<td>Some errors</td>
<td>No errors</td>
<td></td>
</tr>
</tbody>
</table>

**Helpful Adjectives and Adverbs for Rubric Construction**

<table>
<thead>
<tr>
<th>Not Meeting Expectations</th>
<th>Progressing</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Fewer than ___</td>
<td>More than ___</td>
<td>All</td>
</tr>
<tr>
<td>Never</td>
<td>Seldom, rarely</td>
<td>Sometimes, often</td>
<td>Always</td>
</tr>
<tr>
<td>Incomplete</td>
<td>Less than complete</td>
<td>Somewhat complete</td>
<td>Complete</td>
</tr>
<tr>
<td>Inadequate</td>
<td>Less than adequate</td>
<td>Adequate</td>
<td>Superior</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Minimal</td>
<td>Satisfactory</td>
<td>Maximum</td>
</tr>
<tr>
<td>Unclear</td>
<td>Vague</td>
<td>Understandable</td>
<td>Articulate</td>
</tr>
<tr>
<td>Rarely clear</td>
<td>Sometimes unclear or inaccurate</td>
<td>Often clear, often accurate</td>
<td>Clear, accurate</td>
</tr>
<tr>
<td>...to an unacceptable level</td>
<td>...to a minimal level</td>
<td>...to an acceptable level</td>
<td>...to the highest level</td>
</tr>
<tr>
<td>Includes no elements of...</td>
<td>Includes few elements of...</td>
<td>Includes most elements of...</td>
<td>Includes all elements of...</td>
</tr>
<tr>
<td>Improper</td>
<td>Sometimes improper</td>
<td>Somewhat proper</td>
<td>Clear</td>
</tr>
<tr>
<td>Unclear</td>
<td>Somewhat unclear</td>
<td>Some degree of clarity</td>
<td>Proper</td>
</tr>
<tr>
<td>Inappropriate</td>
<td>Limited</td>
<td>Somewhat appropriate</td>
<td>Appropriate</td>
</tr>
<tr>
<td>Lacks enough of...</td>
<td>Minimal amount of...</td>
<td>Adequate number of...</td>
<td>All Necessary...</td>
</tr>
<tr>
<td>Inconsequential,</td>
<td>Somewhat relevant</td>
<td>Important</td>
<td>Critical, crucial</td>
</tr>
<tr>
<td>Unimportant</td>
<td>Somewhat useful</td>
<td>Essential</td>
<td>Logical, rational</td>
</tr>
<tr>
<td>Unnecessary</td>
<td>Somewhat reasonable</td>
<td>Reasonable</td>
<td>Intuitive</td>
</tr>
<tr>
<td>Illogical</td>
<td>Somewhat instinctive</td>
<td>Somewhat intuitive</td>
<td></td>
</tr>
<tr>
<td>Random</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Single Point Rubric

- Describes the criteria for proficiency
- Does not attempt to list ways a student could fall short
- Does not specify how a student could exceed expectations
- Includes written comments (areas of improvement and exceeding criteria)

### Breakfast in Bed: Single-Point Rubric

<table>
<thead>
<tr>
<th>Concerns Areas that Need Work</th>
<th>Criteria Standards for This Performance</th>
<th>Advanced Evidence of Exceeding Standards</th>
</tr>
</thead>
</table>
| **Food:**
  All food is at the correct temperature, adequately seasoned, and cooked to the eater’s preference. |
| **Presentation:**
  Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present. |
| **Comfort:**
  Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat. |

https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/
Single Point Rubric

Pros

• Less text-- students are more likely to read it
• Less time to create, while still providing rich detail about what’s expected
• Single point rubrics are more open ended (doesn’t predict where students can go wrong like analytic)
• “Advanced” column places no limits on how students might stretch themselves.

Cons

• Requires more writing when implemented
• Poor assignments will be especially time consuming to grade

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Learning Outcomes

• **Describe** the difference between assessment and grading
• **Define** formative and summative assessment and **describe** how each is used in a course
• **Give** students feedback on submitted assignment
• **Discuss** challenges associated with formative feedback
• **Describe** backward design and how it supports assessment
• **Describe** some strategies to support fairness in grading practices
• **Describe** the difference between analytic, holistic, and single-point rubrics and **discuss** the pros and cons of each
What are your questions?

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