

Using Grading Forms to Track Assessment of Learning Outcomes:

As easy as 1 – 2 – 3

Maureen S. Heaphy,
College of Business
Ferris State University

Agenda

- Background and Definitions
- Using Grading Forms
- Example
- Exercise
- Grading Forms in FerrisConnect
- Q&A

Background

- Assessment of learning outcomes increasing importance
- Assessment usage
 - institution for accountability
 - instructor for continuous improvement

Definitions

- ***Learning Outcomes:*** Statements of how and what knowledge, skills, and behaviors students are expected to demonstrate at the module, course, or program level.
Synonyms: Outcomes, Competencies.
 - Example: Describe the characteristics of effective leadership systems
- <http://www.ferris.edu/htmls/administration/academicaffairs/assessment/glossary.htm>

Definitions cont.

- **Assessment:** A process of collecting data to determine how well students are achieving intended learning outcomes and to inform changes in courses or programs to improve student (learning) success. **Synonym:** Evaluation
 - Example: Identify strengths and areas for improvement in leadership portion of a Baldrige case study

Literature

See paper for more sources and details

- Incoming and outgoing percentiles:
Monfort College of Business
- Voluntary System of Accountability:
American Association of State Colleges
and Universities (AASCU), National
Association of State Universities and
Land-Grant Colleges (NASULGC)



Using Grading Forms

1. Identify learning outcome and associated assessment for class
2. Create Grading Form to score assessment
3. Using Column Statistics, add data point to graph. Is the trend going up, down or staying the same? What actions will you take based on the data?

Step 1

- Identify learning outcome and associated assessment for class
- Example - Learning outcome: Describe the characteristics of effective leadership systems; assessment: Identify strengths and areas for improvement in leadership portion of a Baldrige case study.

Step 2

- Create Grading Form to score assessment
 - You may vary the number of criterion (rows) and performance indicators (columns)
- Example of Grading Form in graduate level class.
 - Undergraduate level classes may have different Performance Indicators.

Objective/Criteria	Performance Indicators			
	Need Improvement	Meet Expectations	Above Expectations	Exceptional
<p><u>Identified Process – Strengths</u> Integrates characteristics of effective leadership systems; organizational values, and effective strategies for deploying them throughout an organization.</p>	(3 points) Identified some activities where the applicant had a systematic approach or deployment.	(7 points) Identified some significant activities where the applicant had a systematic approach or good deployment.	(8 points) Student was able to identify some processes that were defined and deployed.	(10 points) Student was able to identify the key processes that were well defined and deployed.
<p><u>Identified Process - Opportunities for Improvement</u> Selects areas needing improvement in approach or deployment.</p>	(3 points) Identified some activities where improvement was needed in approach or deployment.	(7 points) Identified some significant activities where improvement was needed in approach or deployment.	(8 points) Student was able to identify some processes that needed improvement in approach or deployment.	(10 points) Student was able to identify the key processes that needed improvement in approach or deployment.
<p><u>Identified Results - Strengths</u> Select key performance indicators that predict and assess organizational success in the context of the Baldrige criteria.</p>	(3 points) Identified some activities where the applicant had positive results.	(7 points) Identified some significant activities where the applicant had positive results.	(8 points) Student was able to identify some processes that had positive results.	(10 points) Student was able to identify the key processes that had positive results.
<p><u>Identified Results - Opportunities for Improvement</u> Selects areas needing improvement in results.</p>	(3 points) Identified some activities where improvement was needed in approach or deployment.	(7 points) Identified some significant activities where improvement was needed in results.	(8 points) Student was able to identify some processes that needed improvement in results.	(10 points) Student was able to identify the key processes that needed improvement in results.
<p><u>Summary</u> Summary is well thought out and includes all key points.</p>	(2 points) There is some linkage between comments and summary.	(5 points) Key points were addressed.	(6 points) Summary conveyed an understanding of the applicant and some processes.	(7 points) Summary conveyed an understanding of the applicant and the key processes.
<p><u>Spelling & Grammar</u> Correct spelling, punctuation and grammar are used.</p>	(0 points)	(0 points) There were two or more spelling, grammar and sentence construction problems; or use of slang.	(2 points) One error in grammar, punctuation or sentence structure; or use of slang.	(3 points) No errors in grammar, punctuation or sentence structure; with no use of slang.
				Maximum points 50



Building Grading Form

	Des c	Need Improve	Meet Expect	Above Expect	Excep- tional
Identified Process – Strengths					
Identified Process - Opportunities for Improvement					
Identified Results - Strengths					
Identified Results - Opportunities for Improvement					
Summary					

Description column

Identified Process –Strengths

Integrates characteristics of effective leadership systems; organizational values, and effective strategies for deploying them throughout an organization.

Identified Process -Opportunities for Improvement

Selects areas needing improvement in approach or deployment.

Identified Results - Strengths

Select key performance indicators that predict and assess organizational success in the context of the Baldrige criteria.

Identified Results -Opportunities for Improvement

Selects areas needing improvement in results.

Summary

Summary is well thought out and includes all key points.

Spelling & Grammar

Correct spelling, punctuation and grammar are used.

Identified Process – Strengths

Need Improvement

(3 points)

Identified some activities where the applicant had a systematic approach or deployment.

Meet Expectations

(7 points)

Identified some significant activities where the applicant had a systematic approach or good deployment.

Above Expectations

(8 points)

Student was able to identify some processes that were defined and deployed.

Exceptional

(10 points)

Student was able to identify the key processes that were well defined and deployed.

Objective/Criteria	Performance Indicators			
	Need Improvement	Meet Expectations	Above Expectations	Exceptional
<u>Identified Process – Strengths</u> Integrates characteristics of effective leadership systems; organizational values, and effective strategies for deploying them throughout an organization.	(3 points) Identified some activities where the applicant had a systematic approach or deployment.	(7 points) Identified some significant activities where the applicant had a systematic approach or good deployment.	(8 points) Student was able to identify some processes that were defined and deployed.	(10 points) Student was able to identify the key processes that were well defined and deployed.
<u>Identified Process – Opportunities for Improvement</u> Selects areas needing improvement in approach or deployment.	(3 points) Identified some activities where improvement was needed in approach or deployment.	(7 points) Identified some significant activities where improvement was needed in approach or deployment.	(8 points) Student was able to identify some processes that needed improvement in approach or deployment.	(10 points) Student was able to identify the key processes that needed improvement in approach or deployment.
<u>Identified Results – Strengths</u> Select key performance indicators that predict and assess organizational success in the context of the Baldrige criteria.	(3 points) Identified some activities where the applicant had positive results.	(7 points) Identified some significant activities where the applicant had positive results.	(8 points) Student was able to identify some processes that had positive results.	(10 points) Student was able to identify the key processes that had positive results.
<u>Identified Results – Opportunities for Improvement</u> Selects areas needing improvement in results.	(3 points) Identified some activities where improvement was needed in approach or deployment.	(7 points) Identified some significant activities where improvement was needed in results.	(8 points) Student was able to identify some processes that needed improvement in results.	(10 points) Student was able to identify the key processes that needed improvement in results.
<u>Summary</u> Summary is well thought out and includes all key points.	(2 points) There is some linkage between comments and summary.	(5 points) Key points were addressed.	(6 points) Summary conveyed an understanding of the applicant and some processes.	(7 points) Summary conveyed an understanding of the applicant and the key processes.
<u>Spelling & Grammar</u> Correct spelling, punctuation and grammar are used.	(0 points)	(0 points) There were two or more spelling, grammar and sentence construction problems; or use of slang.	(2 points) One error in grammar, punctuation or sentence structure; or use of slang.	(3 points) No errors in grammar, punctuation or sentence structure; with no use of slang.
				Maximum points 50



Grades Alone Don't Provide Needed Insight

Case Study Pts	38	38	38	40	42	42	42	43	44	45	45	45	45	46	46	46	47	48	50	50
%	76	76	76	80	84	84	84	86	88	90	90	90	90	92	92	92	94	98	100	100

Select the Average

Column Statistics - Mozilla Firefox

https://fsuvista.ferris.edu/webct/urw/lc301331508011.tp317375514041/membergradebookGetColumnStatistics.dowebct?columnIc

Count: 20
 Average: 44.1
 Median: 44.5
 Maximum: 50.0
 Minimum: 38.0
 Standard Deviation: 3.54

Show Histogram

Grading Form Distribution
 The percentage of Students and Auditors who received the performance indicator for all items graded using this grading form is shown. The actual number of Students and Auditors who received the performance indicator is shown in parentheses. Click the number to view the Students and Auditors who received the performance indicator.

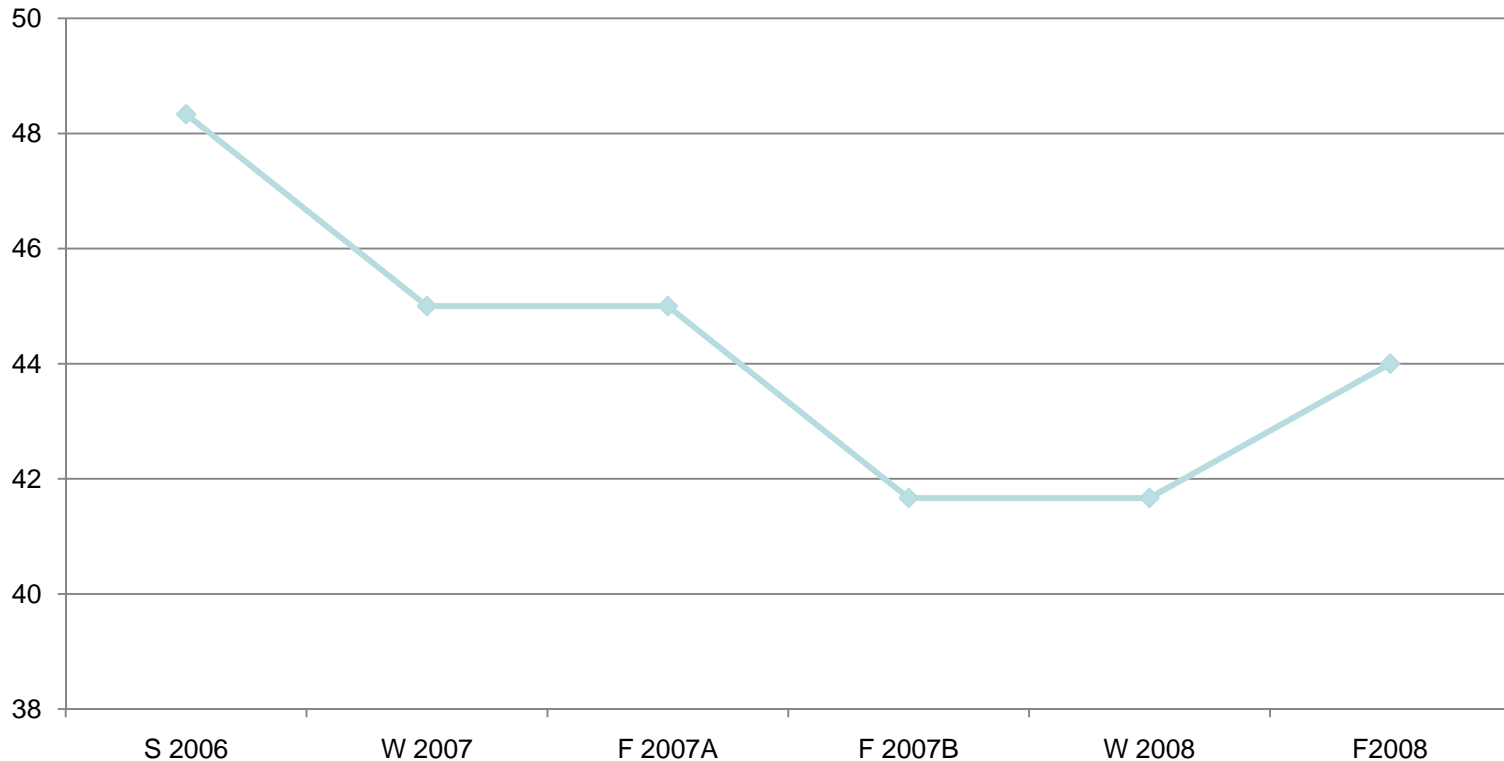
Objective/Criteria	Performance Indicators				
	Description	Need Improvement	Meet Expectations	Above Expectations	Exceptional
Identified Process - Strengths	0% (0)	0% (0)	0% (0)	30% (6)	70% (14)
Identified Process - Opportunities for Improvement	0% (0)	0% (0)	35% (7)	50% (10)	15% (3)
Identified Results - Strengths	0% (0)	0% (0)	0% (0)	50% (10)	50% (10)
Identified Results - Opportunities for Improvement	0% (0)	0% (0)	15% (3)	40% (8)	45% (9)
Summary	0% (0)	5% (1)	0% (0)	30% (6)	65% (13)
Spelling & Grammar	0% (0)	0% (0)	5% (1)	30% (6)	65% (13)

OK

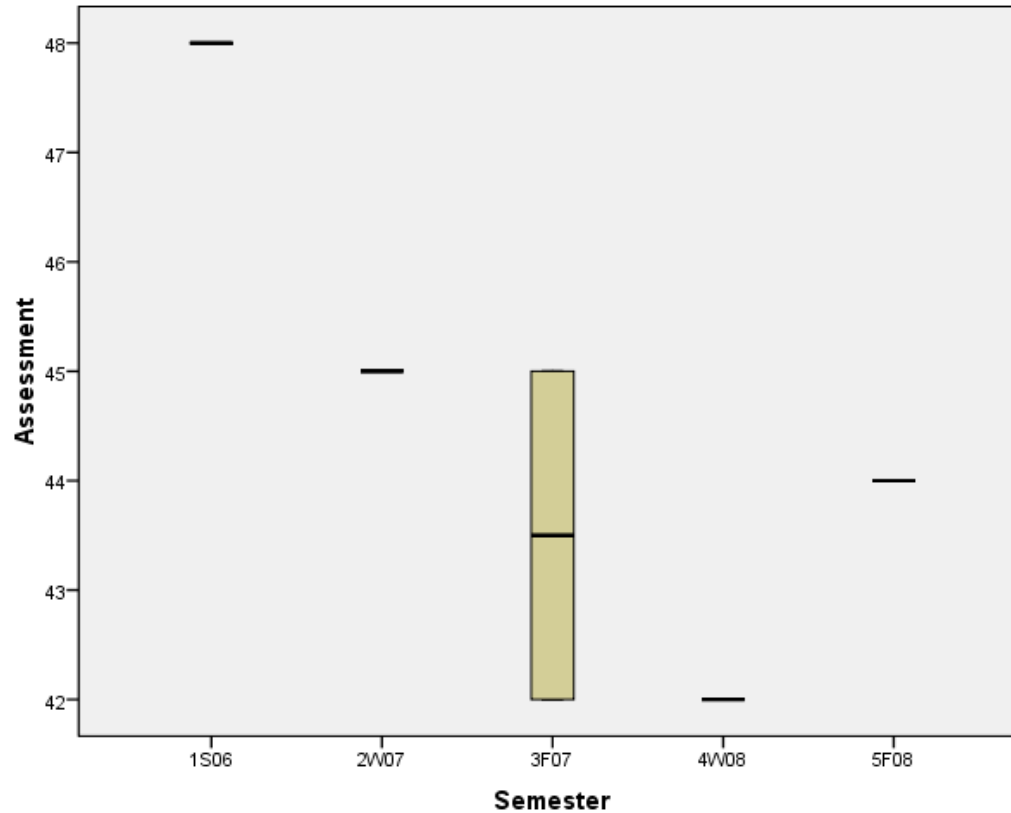
Step 3

Update Historical Data

Fig. 5



Boxplot display 2 sections in one semester



Instructor Comments

- Grading Form has place for instructor comments
- If receive and return work electronically, comments would be equivalent to that written on student's paper; now done in grading form.
 - May require copying sentence from student's paper and pasting to make explicit comments. Otherwise references can be made to specific parts of assignment, example the introduction, then instructor comments follows.

Recap

- Data should only be collected if it is used to guide decisions.
- Now I must decide what action to take, if any, based on the data.
- From tally sheet in Figure 4, the criterion that is the lowest is “Identified process – opportunities for improvement”. This is an area that could be improved upon.

Exercise

- How might the Grading Form used in the graduate level class be modified for undergraduate class?

How to Create Grading Form

The screenshot displays the FERRISCONNECT interface. At the top, there are three tabs: 'Build', 'Teach', and 'Student View'. Below these is a 'Course Tools' menu with options like 'Course Content', 'Announcements', 'Assessments', 'Assignments', 'Calendar', 'Chat', 'Discussions', 'Learning Modules', 'Mail', 'Roster', 'Web Links', and 'Who's Online'. Below that is an 'Instructor Tools' menu with options like 'Manage Course', 'Assessment Manager', 'Assignment Dropbox', 'Grade Book', 'Grading Forms', 'Group Manager', 'Tracking', 'Notes', and 'Selective Release'. A large blue arrow points to the 'Grading Forms' option in the Instructor Tools menu. The main content area shows a 'Welcome to Organization' message, 'Your location: Home Page', and 'My Motto: Question'.

Default Blank Grading Form

FERRISCONNECT

Build Teach Student View

My Blackboard | Accessibility | Help | Log out

MMBA-625-VL1 2 - Spring 2009

Your location: Grading Forms > Create Grading Form













Create Grading Form

* Title:

Description:

Add Criterion Add Performance Indicator To

edit the name of a criterion or performance indicator, click its Edit icon.

Objective/Criteria	Performance Indicators		
	* Need Improvement  	* Meet Expectations  	* Exceptional  
* Spelling  	<input type="text"/> *points	<input type="text"/> *points	<input type="text"/> *points
* Grammar  	<input type="text"/> *points	<input type="text"/> *points	<input type="text"/> *points
* Style  	<input type="text"/> *points	<input type="text"/> *points	<input type="text"/> *points

My Style

- Create grading form in Word.
 - Post GF in class material for students to see
- In FerrisConnect
 - Create GF
 - Add a new column and label it “description” with zero points for each criteria
 - Add labels and points
 - Save document
 - Add details

- Course Tools**
- Course Content
- Announcements
- Assessments
- Assignments
- Calendar
- Chat
- Discussions
- Learning Modules
- Mail
- Roster
- Web Links
- Who's Online

(H) = Hidden

- Instructor Tools**
- Manage Course
- Assessment Manager
- Assignment Dropbox
- Grade Book
- Grading Forms**
- Group Manager
- Tracking
- Notes
- Selective Release

Create Grading Form

*Title:

Description:

To

edit the name of a criterion or performance indicator, click its Edit icon.

Objective/Criteria	Performance Indicators				
	* Description	* Need Improvement	* Meet Expectations	* Above Expectations	* Exceptional
* Quality	Contributions are well thought out and make a contribution to the discussion. <input type="text" value="0"/> *points	<input type="text" value="1"/> *points	<input type="text" value="6"/> *points	<input type="text" value="7"/> *points	<input type="text" value="8"/> *points
* Critical Thinking	Support for the position taken is stated, i.e. "why?" is included. <input type="text" value="0"/> *points	<input type="text" value="1"/> *points	<input type="text" value="6"/> *points	<input type="text" value="8"/> *points	<input type="text" value="9"/> *points
* Spelling & Grammar	Correct spelling, punctuation and grammar are used <input type="text" value="0"/> *points	<input type="text" value="0"/> *points	<input type="text" value="0"/> *points	<input type="text" value="1"/> *points	<input type="text" value="2"/> *points

Total (out of)::

Grading Form in FerrisConnect

- Course Tools**
- Course Content
 - Announcements
 - Assessments
 - Assignments
 - Calendar
 - Chat
 - Discussions
 - Learning Modules
 - Mail
 - Roster
 - Web Links
 - Who's Online

- Instructor Tools**
- Manage Course
 - Assessment Manager
 - Assignment Dropbox
 - Grade Book
 - Grading Forms**
 - Group Manager
 - Tracking
 - Notes
 - Selective Release

Description:

edit the name of a criterion or performance indicator, click its Edit icon.

Objective/Criteria	Performance Indicators				
	* Description	* Need Improvement	* Meet Expectations	* Above Expectations	* Exceptional
* Quality	Contributions are well thought out and make a contribution to the discussion. 0.0 *points	The student's work was incomplete, or did not include references to assigned material. 1.0 *points	The student's work post clearly addressed the assigned material. 6.0 *points	references to important points from the assigned material. 7.0 *points	assigned material. The work added new ideas and new material from 8.0 *points
* Critical Thinking	Support for the position taken is stated, i.e. "why?" is included. 0.0 *points	The student's work did not include support for the position taken. 1.0 *points	The student's work did include some support for the position taken. 6.0 *points	The student's work linked the position stated to the rational for the position. 8.0 *points	position stated to the rational for the position and was persuasive. 9.0 *points
* Spelling & Grammar	Correct spelling, punctuation and grammar are used 0.0 *points	grammar or sentence construction problems; or use of slang. 0.0 *points	grammar, punctuation or sentence structure; with no use of slang. 0.0 *points	grammar, punctuation or sentence structure; with no use of slang. 1.0 *points	grammar, punctuation or sentence structure; with no use of slang. 2.0 *points
Total (out of)::					19

* Required field

Completed Grading Form

Objective/Criteria	Performance Indicators				
	Description	Need Improvement	Meet Expectations	Above Expectations	Exceptional
Quality	<input type="radio"/> (0 points) Contributions are well thought out and make a contribution to the discussion.	<input type="radio"/> (7 points) The student's initial post was incomplete, or did not include references to assigned material.	<input type="radio"/> (11 points) The student's initial post clearly addressed the assigned material.	<input type="radio"/> (13 points) The student's initial post clearly addressed the assigned material. It includes 2-3 references to important points from the assigned material.	<input checked="" type="radio"/> (15 points) The student's initial post clearly addressed the assigned material. It includes 2-3 references to important points from the assigned material. The work added new ideas and new material from other sources.
Critical Thinking	<input type="radio"/> (0 points) Support for the position taken is stated, i.e. "why?" is included.	<input type="radio"/> (12 points) The student's initial post did not include support for the position taken.	<input checked="" type="radio"/> (16 points) The student's initial post did include some support for the position taken.	<input type="radio"/> (18 points) The student's initial post linked the position stated to the rational for the position.	<input type="radio"/> (20 points) The student's initial post clearly linked the position stated to the rational for the position and was persuasive.
Spelling & Grammar	<input type="radio"/> (0 points) Correct spelling, punctuation and grammar are used.	<input type="radio"/> (0 points) There were three or more spelling, grammar or sentence construction problems; or use of slang.	<input type="radio"/> (1 points) Two or more errors in grammar, punctuation or sentence structure; with no use of slang.	<input type="radio"/> (2 points) One error in grammar, punctuation or sentence structure; with no use of slang.	<input checked="" type="radio"/> (3 points) No errors in grammar, punctuation or sentence structure; with no use of slang.
Total: 34 out of 36					

If you want to override the grade, enter a value in the Change to field. This value will appear in Grade Book.

Change to: out of 36

Comments:

explanation. As you stated, the role leadership plays is critical in creating the culture which includes ethics. In your response to question 7 you said the UN "has a mixed theory of ethics due to the mixed cultural and ethical backgrounds of its members" but you never related it to the various theories: common good, fairness, rights, utilitarian, or virtue theory. You could have explained how the common good or the rights theory are evident in the UN. Overall you did

Grade Book audit log comment:

Audit comments will only be saved when a grade change has been made.

All grades were passing but area for improvement

Column Statistics - Mozilla Firefox

https://fsuvista.ferris.edu/webct/urw/lc301331508011.tp317375514041/membergradebookGetColumnStatistics.dowebct?columnIc

Column Statistics for: Leaders

Count: 20
Average: 34.6
Median: 34.5
Maximum: 38.0
Minimum: 29.0
Standard Deviation: 2.52

Show Histogram

Grading Form Distribution

The percentage of Students and Auditors who received the performance indicator for all items graded using this grading form is shown. The actual number of Students and Auditors who received the performance indicator is shown in parentheses. Click the number to view the Students and Auditors who received the performance indicator.

Objective/Criteria	Performance Indicators				
	Description	Need Improvement	Meet Expectations	Above Expectations	Exceptional
Research	0% (0)	0% (0)	0% (0)	25% (5)	75% (15)
Quality	0% (0)	0% (0)	0% (0)	50% (10)	50% (10)
Critical Thinking	0% (0)	10% (2)	45% (9)	40% (8)	5% (1)
Spelling & Grammar	0% (0)	0% (0)	0% (0)	15% (3)	85% (17)

OK

Done fsuvista.ferris.edu fsuvista.ferris.edu

Almost Done

- Grading Forms
 - tracking assessment of learning outcomes
 - help me be more objective in my grades
- I would like to thank Dr. Gregory Wellman, College of Pharmacy, and Bill Knapp, FCTL at Ferris State University for showing me how to create and use grading forms

Questions?

