Workshop 3

A focus on Assessment

Rubrics

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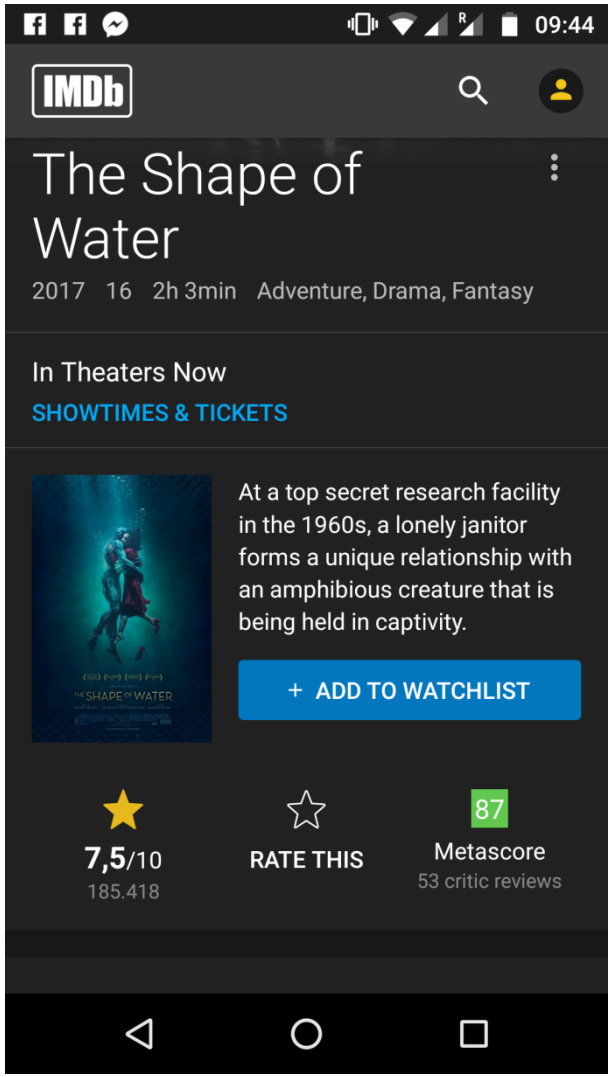
Rate between 1-3 (no half marks)

Rate between 1-10

Internet movie database



Internet movie database

Goodreads

Want to Read

Rate this book

Pogingen iets van het leven te maken: Het geheime dagboek van Hendrik Groen, 83¼ jaar (Hendrik Groen #1)

by Hendrik Groen

3.95 · Rating details · 7,010 Ratings · 1,073 Reviews

Hendrik Groen mag dan oud zijn, hij is nog lang niet dood en niet van plan zich eronder te laten krijgen. Toegegeven: zijn dagelijkse wandelingen worden steeds korter omdat de benen niet meer willen en hij moet regelmatig naar de huisarts. Technisch gesproken is hij bejaard. Maar waarom zou het leven dan alleen nog maar moeten bestaan uit koffiedrinken achter de geraniums ...more

GET A COPY

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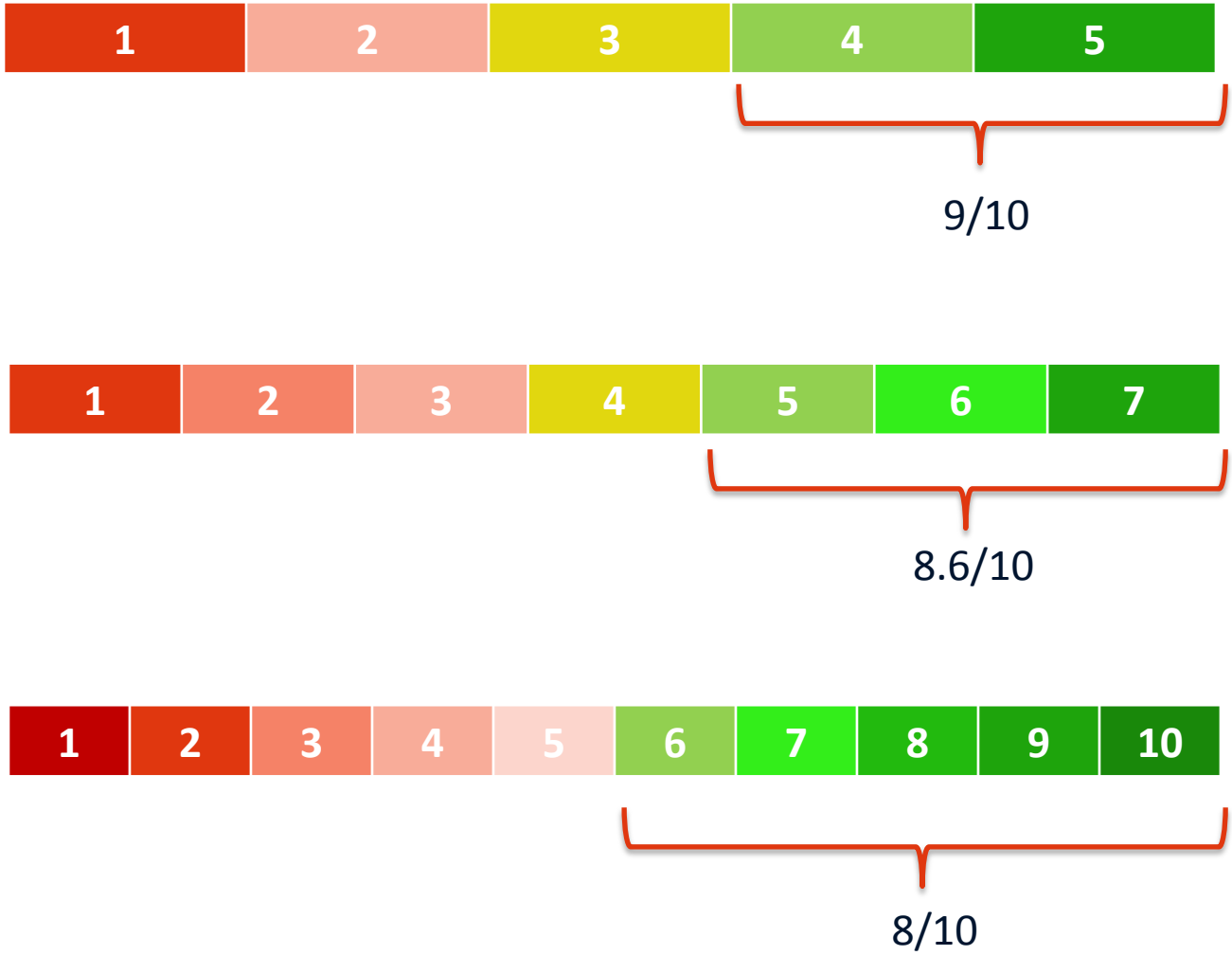
Paperback, 328 pages

Published June 2014 by J.M. Meulenhoff

More Details... edit details

Rating scale differences



Maastricht University

Dawes, J. (2007). Do data characteristics change according to the number of scale points used? *International Journal of Market Research*. 50 (1).

Context:

Context: Mid-morning snack foods

Vs

List the criteria of mid-morning snacks that are important to you

Appropriate
Definable
Observable
Distinct
Complete
Able to support descriptions across a continuum of quality

(Brookhart, Susan M. How to create and use rubrics for formative assessment and grading, ASCD, Alexandria, USA, 2013)

Pick your top three criteria and think about 4 performance descriptors

Descriptive

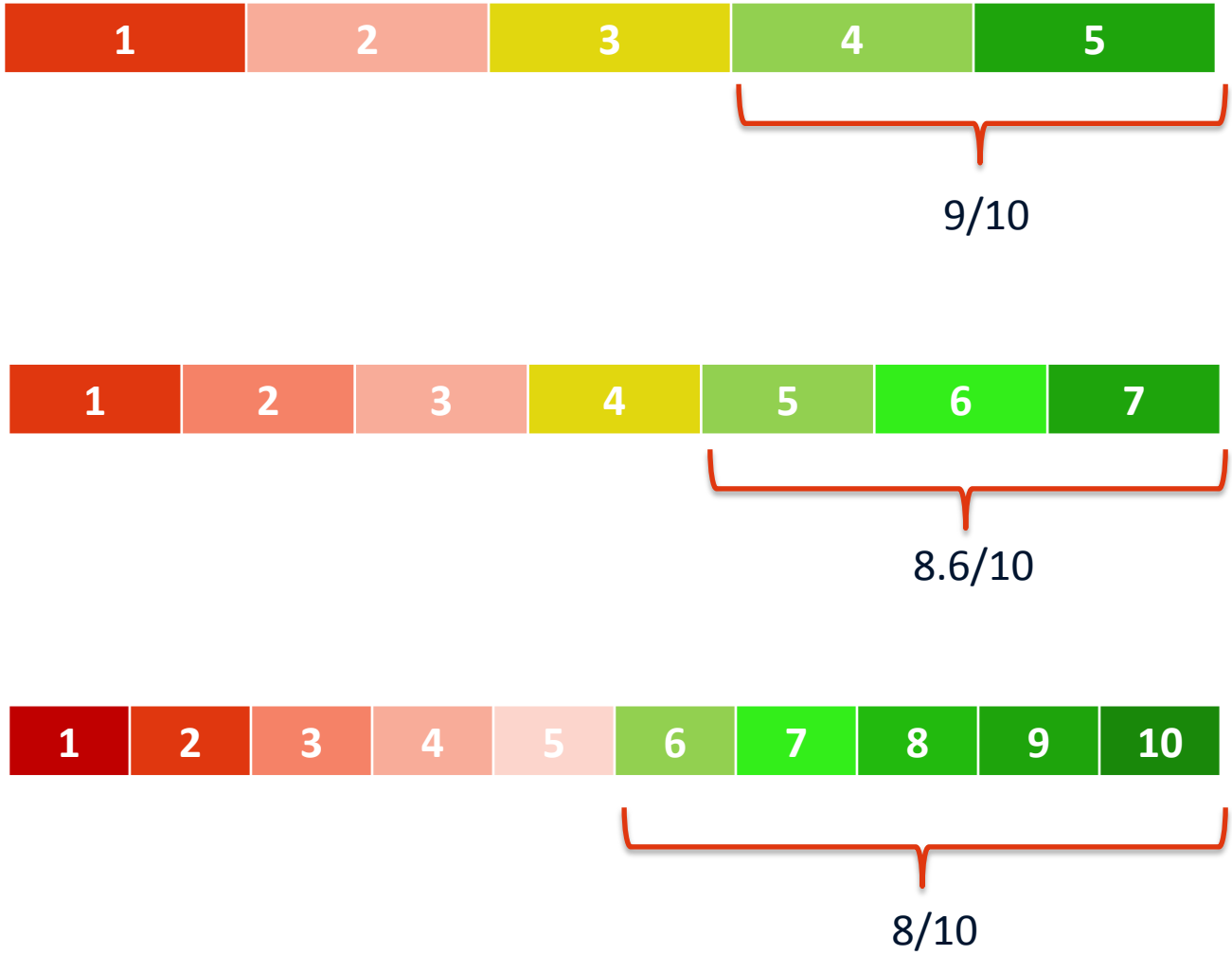
Clear

Cover the whole range of performance

Distinguishable

(Brookhart, Susan M. How to create and use rubrics for formative assessment and grading, ASCD, Alexandria, USA, 2013)

Rating scale differences



Maastricht University

Dawes, J. (2007). Do data characteristics change according to the number of scale points used? *International Journal of Market Research*. 50 (1).

Rubrics should

Help you to rate the performance/achievement by:

- **having an appropriate scale to rate with**
- **having clearly defined differences between the ratings which can be understood by all users**

Provide context to whatever it is you are rating by:

- **outlining criteria to rate against (clear to all)**
- **being aligned to the (learning) objectives**

Rubrics

levels of mastery

Generic Essay	Subject content	awareness of issues	critical thinking	Takes a position
EXCELLENT **A (85 - 100)** **A Markedly Exceptional Performance**	a comprehensive grasp of the subject matter is demonstrated, including an in-depth understanding of the relevant concepts, theories, and issues related to the topic addressed	an awareness of differing viewpoints is demonstrated and a rigorous assessment of these undertaken where relevant	an ability to think critically is demonstrated in the analysis, synthesis and evaluation of relevant information	a thoughtful statement of position is presented and defended through logical arguments and carefully selected supportive detail; the arguments presented build to a consistent conclusion
SUPERIOR **B (70 - 84)** **Clearly Above Average Performance**	a thorough grasp of the subject matter is demonstrated	an awareness of differing viewpoints is demonstrated and an assessment of these attempted where relevant	the paper goes beyond description to interpretation, analysis, synthesis and evaluation	a position is adopted and logically argued; appropriate supporting detail is supplied
SATISFACTORY **C (55 - 69)** **A Fully Competent Paper**	a basic grasp of the subject matter is demonstrated	asserts viewpoint without acknowledging alternative viewpoints	accurate information incorporating relevant sources and references is conveyed	a position is adopted and logically argued

Designed to provide a consistent, shared understanding of what proficient performance looks like in practice.

(Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning by Stevens and Levi 2005; Assessing Academic Programs in Higher Education by Allen 2004; and Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

Rubrics

Reliability

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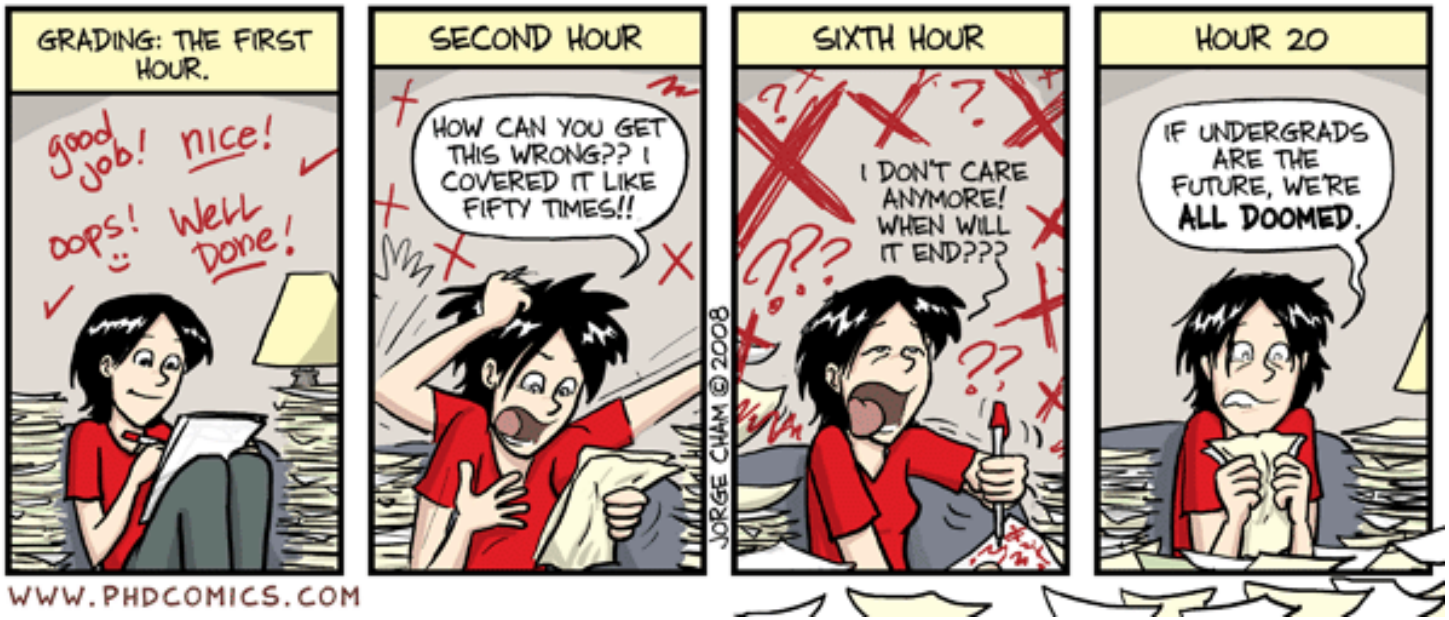
GRADING: THE FIRST HOUR.
good job!
nice!
oops!
Well Done!
SECOND HOUR
HOW CAN YOU GET THIS WRONG?? I COVERED IT LIKE FIFTY TIMES!!
SIXTH HOUR
I DON'T CARE ANYMORE! WHEN WILL IT END???
HOUR 20
IF UNDERGRADS ARE THE FUTURE, WE'RE ALL DOOMED.
JORGE CHAM © 2008
WWW.PHDCOMICS.COM

Rubrics

Reliability

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(Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning by Stevens and Levi 2005; Assessing Academic Programs in Higher Education by Allen 2004; and Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

Rubrics

Transparency

Designed to provide a consistent, shared understanding of what proficient performance looks like in practice.

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Rubrics

Accountability

Designed to provide a consistent, shared understanding of what proficient performance looks like in practice.

(Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning by Stevens and Levi 2005; Assessing Academic Programs in Higher Education by Allen 2004; and Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

Rubrics

Efficiency

Designed to provide a consistent, shared understanding of what proficient performance looks like in practice.

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Good rubrics should

Contain criteria: A list of specific criteria to be rated.

Outline peformance levels for all criteria: 3 to 5 clearly defined, distinct but continual levels

Improve reliability: inter and intra-rater

Be valid: Rate what is intended and therefore be aligned to the learning goals (relating to the context)

Be an instructional tool as well as an assessment tool

Should make grading and feedback easier

Creating rubrics for assessment

Choose essential criteria to grade against e.g. "Presentation", "Analysis", or "Citations". Be clear about their relative importance/weighting.

Choose performance level descriptions based on your expectations e.g. unacceptable, sufficient, outstanding (OR take bottom up approach)

(Brookhart, Susan M. How to create and use rubrics for formative assessment and grading, ASCD, Alexandria, USA, 2013)

OR

Take the holistic approach and describe performance indicators for entire task (starting with best possible outcome) (OR take bottom up approach), then pick out groups of similar skills to split these into separate criteria e.g. “Organization”, “Analysis”, or “Citations”.

Develop descriptions of intermediate-level then low-level products and assign intermediate/low-level categories.

Add performance level labels (and/or related scores).

(Brookhart, Susan M. How to create and use rubrics for formative assessment and grading, ASCD, Alexandria, USA, 2013)

The Criterion Question:
What *characteristics of student work* would give *evidence* for student learning or their skills required in this task?

- What is the goal of this assignment / task?
- What specific learning objectives should be met in the process?
- What evidence can students provide to show they have accomplished these?
- What are your highest expectations for student performance?
- What is the difference between a marginally acceptable or marginally unacceptable performance in this task?

Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning by Stevens and Levi 2005

The Performance Level Question:
What does student work look
like at each level of quality, from high to low, on this criterion?

Descriptive
Performance is described in terms of what is observed in the work.
Clear
Both students and assessors understand what the descriptions mean.
Cover the whole range of performance
Performance is described from one extreme to the other.
Distinguishable among levels
Descriptions are different enough to be unambiguous. It should be possible to match examples of work to descriptions at each level.

(Brookhart, Susan M. How to create and use rubrics for formative assessment and grading, ASCD, Alexandria, USA, 2013)

Rubric tips

- **Do not use descriptors of the work only**, think about how the work demonstrates **learning, development or skill sets** (to avoid students working purely to the rubric).
- Don’t score for irrelevant features or latent skills (e.g. neatness, grammar).
- “Anchors” can be useful (examples of each level).
- Leave space for comments and feedback.
- Grade one criteria area at a time.
- “Scoring” needs some consideration first (for formative assessment scoring may be avoided).

(Brookhart, Susan M. How to create and use rubrics for formative assessment and grading, ASCD, Alexandria, USA, 2013)


There Is
Not Enough
Time!

Scoring sheets

Thesis grading form							
	Excellent	Very Good	Good	Reasonable	Sufficient	Insufficient	Not Applicable
Overall scientific content	O	O	O	O	O	O	O
Integration of research proposal and aims	O	O	O	O	O	O	O
Scientific argumentation	O	O	O	O	O	O	O
Discussion and interpretation of results	O	O	O	O	O	O	O
Critical reflection on research or personal development	O	O	O	O	O	O	O
Correct use of references	O	O	O	O	O	O	O
Correct (statistical) analysis of results	O	O	O	O	O	O	O
Presentation of graphical material	O	O	O	O	O	O	O
Written spelling and grammar	O	O	O	O	O	O	O
General layout and presentation	O	O	O	O	O	O	O
Comments:							

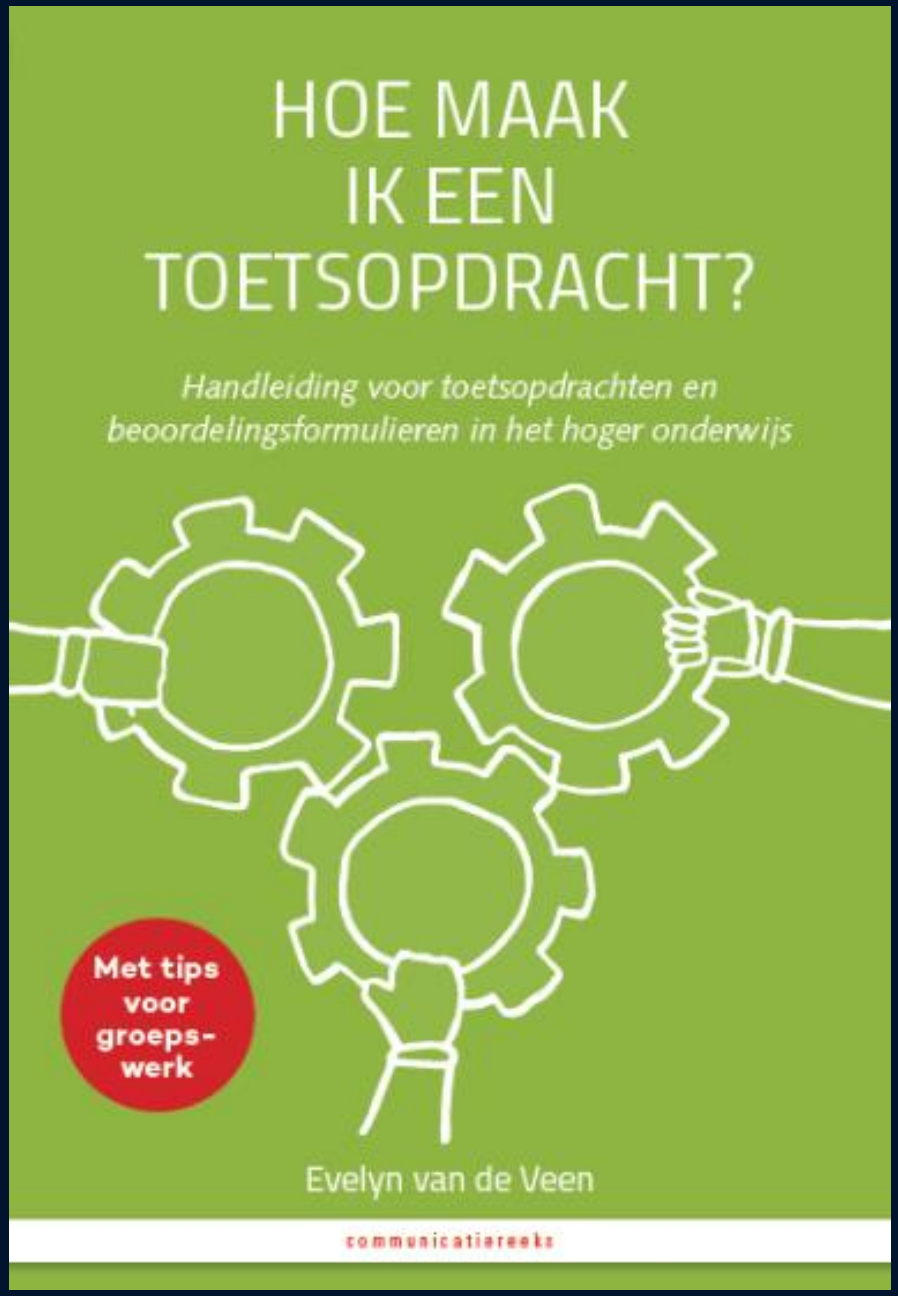
Scoring sheets

Assessment form drawing ToL: plant practicals 2014

Drawings by: Assessor: Date: 18/09/2014

Only significant features included in the drawing	**++**	**+**	**0**	**-**	**--**
Only drawn what was seen	**++**	**+**	**0**	**-**	**--**
No more than two drawings on a single page	**++**	**+**	**0**	**-**	**--**
Distinct, single lines used, no sketching	**++**	**+**	**0**	**-**	**--**
Darker areas on a specimen indicated via stippling or dots (not shaded)	**++**	**+**	**0**	**-**	**--**
Title present	**++**	**+**	**0**	**-**	**--**
Magnification and scale bar present	**++**	**+**	**0**	**-**	**--**
Correct labelling	**++**	**+**	**0**	**-**	**--**
Correct annotations	**++**	**+**	**0**	**-**	**--**
Species names underlined	**++**	**+**	**0**	**-**	**--**

Notes



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Method A: scoring scales vary per criterion; harder to use		
Criterion	**Description**	**Score**
content (max. 5 points)	Relates the chosen example to...etc.	2
structure (max. 3 points)	Discusses the argument in clear thematic sections...etc.	2
style and presentation (max. 2 points)	Neatly presented, with referencing and a bibliography...etc.	2

Method B: weights indicate the importance of each criterion; easier to score			
Criterion	**Description**	**Score (0-5)**	**Score x weight**
content 50%	Relates the chosen example to...etc.	2	1
structure 30%	Discusses the argument in clear thematic sections....etc.	3	0.9
style and presentation 20%	Neatly presented, with referencing and a bibliography... etc.	5	1

	inadequate	adequate	very good
presentation style	Unsatisfactory presentation style	Presentation style is ok but not great	Excellent presentation style

Figure 4.9 Non-informative performance descriptors

	Inadequate	Adequate	Very good
Presentation style	Presenter speaks unclearly (mumbling, monotonous) and too fast or too slow. Little or no eye contact or gestures.	Presenter speaks clearly, but sometimes monotonously; the pace is mostly good. Eye contact is maintained most of the time. Uses some engaging gestures.	Presenter speaks clearly and lively and maintains a good pace. Eye contact with the audience and engaging gestures throughout.

Figure 4.13 Clear performance descriptors for presentation style

	Inadequate	Adequate	Very good
Presentation style	❑ Presen-ter speaks unclearly (mumbling, very soft) ✔ Presentation is monotonous ❑ Presenter speaks too fast or too slow. ❑ Little or no eye contact ❑ Few or inadequate gestures. ❑ Some dis-tracting body language	✔ Presenter speaks clearly ❑ Good pace most of the time ❑ Occasionally monotonous ❑ Eye contact is maintained most of the time. ❑ Uses some engaging gestures.	❑ Presenter speaks clearly and lively ✔ Good pace throughout ✔ Eye contact with the audience ❑ Engaging gestures throughout.

Figure 4.14 Example of a layout in which you can tick the performance descriptors that apply

LAB REPORT CRITERIA

Name.....

Assessor..... Grade.....

Section	Assessment	Max. Mark	Grade
Planning	Performs a suitable literature review and presents relevant theory section	10	
	Poses a suitable aim/hypothesis	5	
Execution	Designs an appropriate experiment	15	
	Conducts experiment competently and safely	10	
	Collects sufficient data and presents it with units and errors	10	
Analysis	Presents results in a clear, understandable manner incl. error analysis	20	
	Analysis of results and discussion of physical interpretation	20	
	Conclusions and suggestions for improvement	10	
	Total	100	

ASSESSOR COMMENTS:

Lab Report Component	Fail (0-1)	Bare pass (2)	Good (3)	Excellent (4)	Score × weight	General comments
Introducing the work: Objectives, theory and hypotheses (20 %)	There is no objective or little to no justification to the work or any expectations Little to no theory is reported.	An objective / expectation is stated but does not accurately reflect the purpose of the lab. Some theory is included but it is only just relevant to the experiments.	A relevant objective/expectations are reported. Scientifically correct theory included but could be elaborated on in places.	The objective is clearly stated and expectations drawing on theory are outlined. The theory is relevant and sufficient enough to be referred to in the discussion of results.	× 0.2	
Methods (20 %)	The method is not detailed enough to follow.	The method is detailed enough to follow but either misses some key information or includes too much irrelevant information.	The method is detailed enough to follow but either misses a little information or includes some information that is irrelevant. Good diagrams where needed.	The description of what was done to accomplish the objective(s) is clear enough so that the experiment could be reproduced. Accompanied by good diagrams where needed.	× 0.2	
Results: Data (tables) and graphs (20 %)	Data missing or erroneous and/ or graphs missing or with *major* errors (no axis labels/units/ error bars).	Data is reported but insufficient (missing some measurements, observations, headings/units/precision values or given information) Graphs contain *minor* errors.	Data is complete with all correct headings. Graphs are correct and data can be extracted from them but they may not be presented in the best possible manner.	Data is complete in tables with correct headings. Graphs are complete with title, labeled axes, and line of best fit (where necessary) and presentation is excellent. All calculations are possible from this information.	× 0.2	

Analysis, calculations and discussion (20 %)	Calculations are in complete error or are missing from the report. Errors not considered. No comparison to known values.	Some calculations are missing, contain minor errors or are not presented correctly (with units). Insufficient comparison to theory is discussed with respect to results.	All calculations are reported and correct. Final results are reported with calculated errors. These are then appropriately discussed and compared to theoretical values.	All calculations are reported and correct. Final results are reported with errors. These are then appropriately discussed and compared to theoretical values. A discussion about the meaning of the results is clearly demonstrated.	× 0.2
Conclusion / summary (10 %)	The conclusion is grossly incomplete or is not present.	Lacks depth to the discussion of expectations, validity/error or suggested methods of improvements (or further work).	Summarizes the discussion of results, the validity and success of experiments, experimental errors, expectations & suggests methods of improvement.	Summarizes the discussion of results, the validity of the experiment, expectations, experimental errors, possible methods of improvement. Brings in further information not eluded to in the lab manual.	× 0.1
Scientific writing (10 %)	Writing style informal/ first person. Tenses are incorrect and grammar / formatting are poor.	Writing style generally good but slips up in some places with respect to the grammar, pronouns, tenses, or the general structure could be improved.	Writing style totally appropriate for the report. Third person, past-tense, correct grammar, spelling and well structured.	Highly readable, draws the reader in. Formal and concise. Written in the third person, past-tense. Grammar, spelling and nomenclature are correct. Well structured with a logical order.	× 0.1

Grade conversion

≤0,3	1,0	2,2	6,0
0,4	1,1	2,3	6,2
0,5	1,4	2,4	6,4
0,6	1,7	2,5	6,6
0,7	1,9	2,6	6,9
0,8	2,2	2,7	7,1
0,9	2,5	2,8	7,3
1	2,8	2,9	7,5
1,1	3,0	3	7,8
1,2	3,3	3,1	8,0
1,3	3,6	3,2	8,2
1,4	3,9	3,3	8,4
1,5	4,1	3,4	8,7
1,6	4,4	3,5	8,9
1,7	4,7	3,6	9,1
1,8	5,0	3,7	9,3
1,9	5,2	3,8	9,6
2	5,5	3,9	9,8
2,1	5,7	4	10,0

FINAL GRADE / 10

Assessment sheet – Title of assignment			
Your work needs to meet the following requirements in order to be marked:			
Requirement	**Y/N**		
Your work will be assessed using these criteria:			
Criteria	**Description**	**Comment**	**Evaluation**
Your grade will be decided as follows:			

Assessment sheet – Essay on the history of the idea of Europe

Your essay needs to meet the following requirements in order to be marked:

Requirement	Y/N
hard copy and electronic copy (Word format)	
length: 2500 words (within a 10% margin)	
layout: double spaced	

The essay will be assessed using these criteria:

Criteria	Description	Comment	Evaluation (inadequate, adequate, good, excellent)
Content	Relates the chosen example to relevant theoretical concepts and themes. The essay shows good critical synthesis of secondary materials and significant originality in interpretation. The essay is based on in-depth reading, with substantial coverage of recommended texts.		
Structure	Discusses the argument in clear thematic sections. Links between sections and paragraphs are clear. Clear paragraphs expressing one basic idea (effective topic sentences, clear supporting and concluding sentences).		
Style and presentation	Neatly presented, with referencing and bibliography of standard of publishable journal article in subject area. Incisive and fluent style, with no or very minor errors of spelling, punctuation or grammar.		

Your grade will be decided as follows:

one or more criteria scored as inadequate	5 or less
all criteria are scored as at least adequate	6
two criteria are scored as adequate, one as good	7
all criteria are scored as good	8
two criteria are scored as excellent, the other at least as good	9 – 10

Maastricht Science Programme

PRA2006 – Electronics Lab

Electronics Lab Report: Assessment sheet

Name..... Week.....

Assessor... DC / BvG /..... Grade.....

Instructions:

The deadlines and details of your lab reports are provided in the course manual. For help in writing your reports please refer to the document providing tips on the course page.

Your lab report will be assessed using the following criteria:

Criteria	Description	Weighting
Scientific writing	Formal, concise writing style (in the 3rd person, past tense) with correct spelling and grammar. Not repetitive / irrelevant. Work presented in a structured and logical order.	10 %
Introduction & theory	Theory sufficient to provide a thorough background on which to discuss later results. Should not be a complete repetition of the lab manual. Should include theory of individual devices / components where necessary.	20 %
Methods	Appropriate circuit diagrams included. Methods very brief but clearly explain which variables were adjusted and measured.	20 %
Experimental results and observations	Full table(s) of results included (in an appendix if necessary) (with sufficient data), including headings (with units and precision (error) values). Data correctly processed (variables calculated, sensible unit scales chosen, correct units used) in preparation for plotting. Appropriate graph(s) plotted with labelled axes and suitable line of best fit (when needed). Notes of significant experimental observations should be made.	20 %
Analysis and discussion	Data extracted from graph(s) to calculate final result(s) where appropriate. Measurements should be compared to expected values and should refer back to relevant theory where possible. Interpretation of results / any discrepancies.	20 %
Conclusion	A short conclusion included, summarising the work done and addressing any discrepancies from expectations if present and/or any suggestions for improvement, discussion of validity or interesting follow up ideas.	10 %

Scoring grades from rubrics

Presentation criteria	1	2	3	4
Clear communication skills	Poor / unclear communication	Initial equation and answer only are shown	Initial equation, steps, and answer are shown	Initial equation, all steps, and answer are shown
Academic content	Content is incorrect	Steps are incorrect or not present, but answer is correct	Steps are correct, but answer is incorrect	Steps are correct and answer is correct
Explanation of results	Explanation is present but demonstrates a lack of understanding	Explanation indicates a minimal understanding of procedure	Explanation indicates procedures are understood	Explanation clearly indicates procedures are understood at an advanced level

Turning the rubric score directly into a percentage can give misrepresentative scores e.g.

Divide the points earned by the points possible:

6 out of 12 points = 6 ÷ 12 ≡ 50 %

Scoring grades from rubrics

Presentation criteria	1 Inadequate	2 Bare pass	3 Good	4 Excellent
Clear communication skills	Poor / unclear communication	Initial equation and answer only are shown	Initial equation, steps, and answer are shown	Initial equation, all steps, and answer are shown
Academic content	Content is incorrect	Steps are incorrect or not present, but answer is correct	Steps are correct, but answer is incorrect	Steps are correct and answer is correct
Explanation of results	Explanation is present but demonstrates a lack of understanding	Explanation indicates a minimal understanding of procedure	Explanation indicates procedures are understood	Explanation clearly indicates procedures are understood at an advanced level

Alternative option: Think about what the performance categories mean, then turn the rubric score directly into a mean score per criteria.

Example: Student earns 6 out of 12 points
6 out of a total of 3 criteria is an average of 2 out of 4.
Translate this to something meaningful.

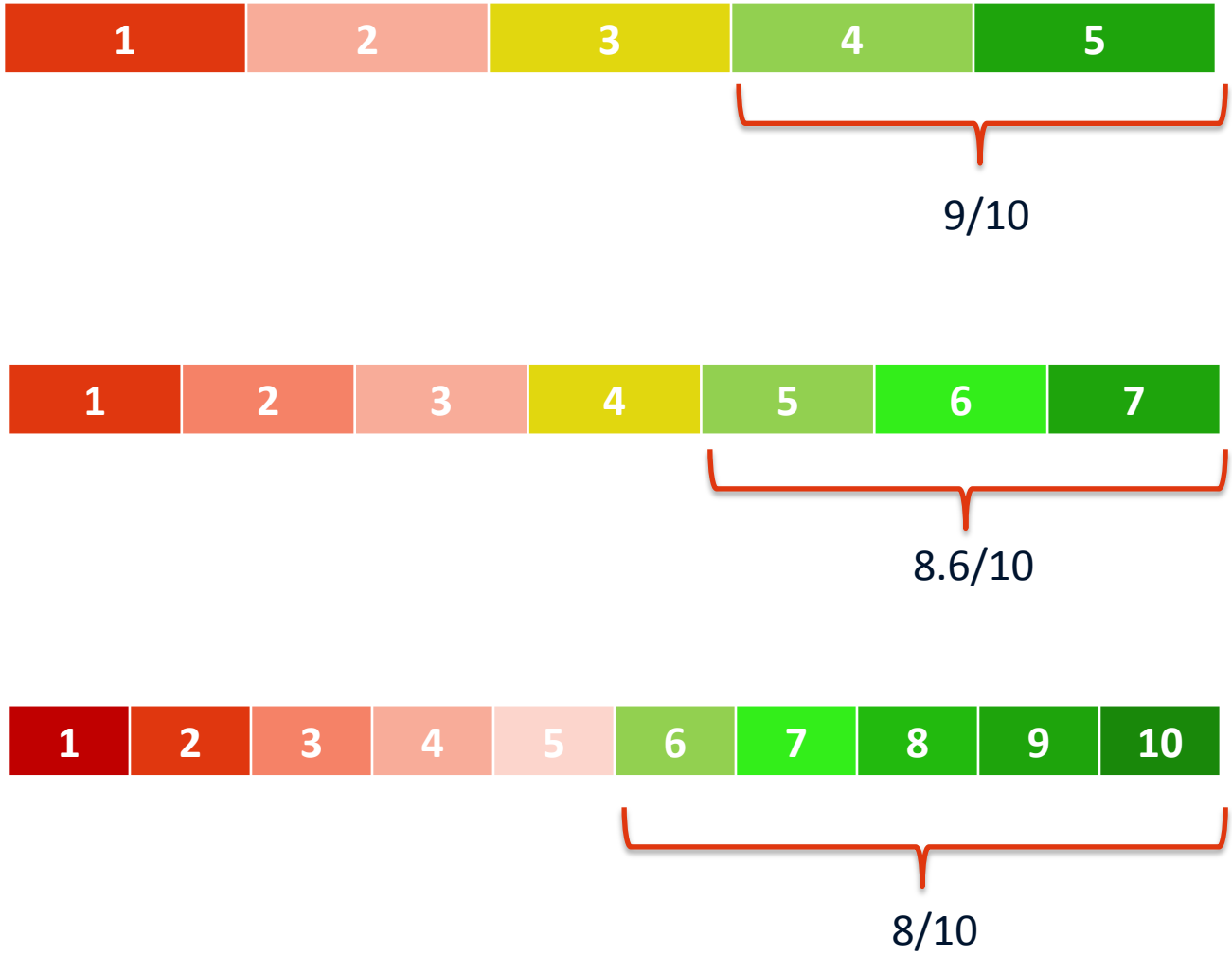
Scoring grades from rubrics

3	1.0	1.0	2.5
4	1.3	2.5	3.3
5	1.7	4.0	4.2
6	2.0	5.5	5
7	2.3	6.3	5.8
8	2.7	7.0	6.7
9	3.0	7.8	7.5
10	3.3	8.5	8.3
11	3.7	9.3	9.2
12	4.0	10.0	10

Scoring grades from rubrics

3	25%	1.0	2.5
4	33%	2.5	3.3
5	42%	4.0	4.2
6	50%	5.5	5
7	58%	6.3	5.8
8	67%	7.0	6.7
9	75%	7.8	7.5
10	83%	8.5	8.3
11	92%	9.3	9.2
12	100%	10.0	10

Rating scale differences



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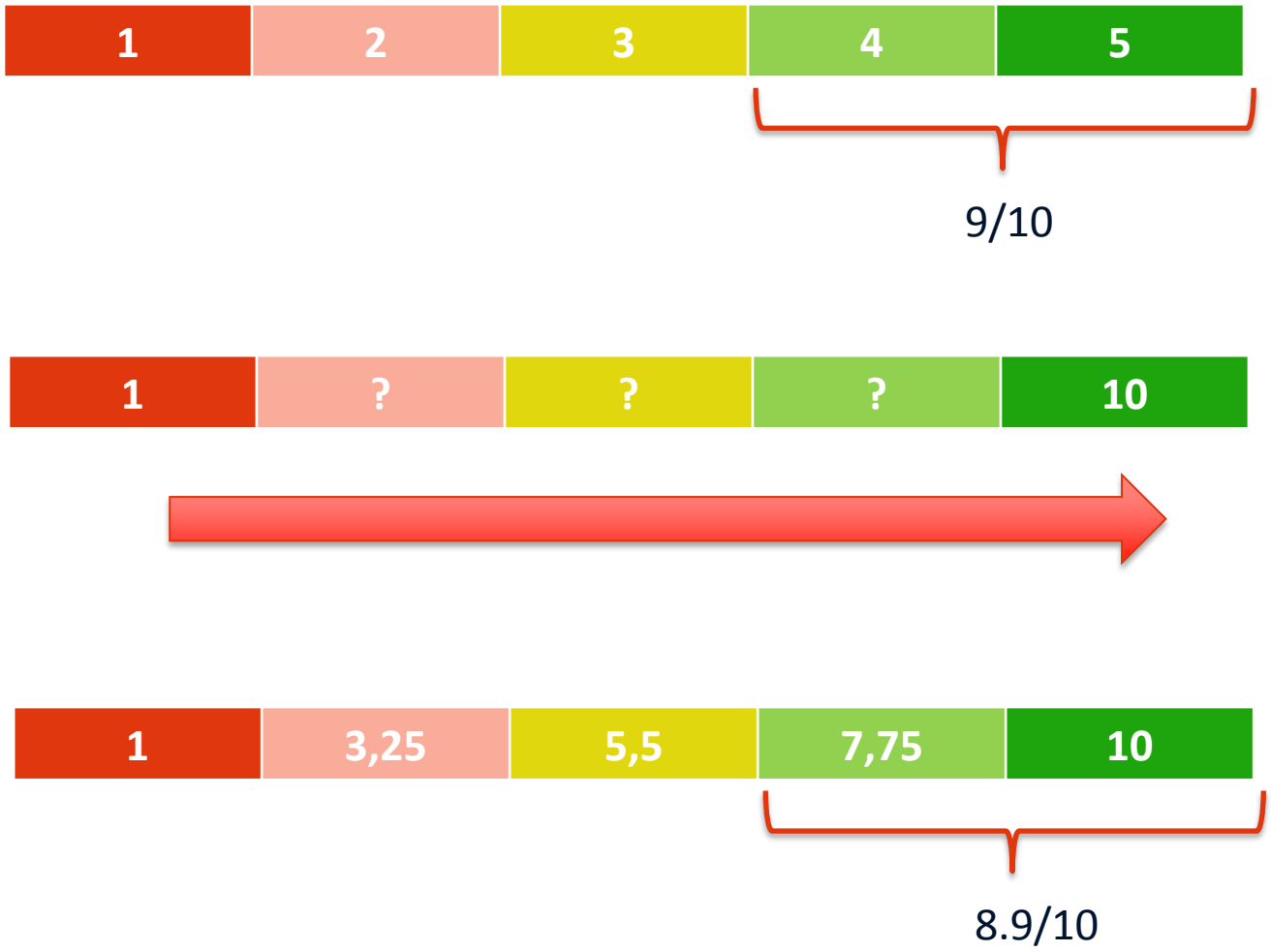

Dawes, J. (2002). Five point vs eleven point scales: does it make a difference to data characteristics? *Australasian Journal of Market Research*. **10**(1), 39-47.

Analysis, calculations and discussion (20 %)	Calculations are in complete error or are missing from the report. Errors not considered. No comparison to known values.	Some calculations are missing, contain minor errors or are not presented correctly (with units). Insufficient comparison to theory is discussed with respect to results.	All calculations are reported and correct. Final results are reported with calculated errors. These are then appropriately discussed and compared to theoretical values.	All calculations are reported and correct. Final results are reported with errors. These are then appropriately discussed and compared to theoretical values. A discussion about the meaning of the results is clearly demonstrated.	× 0.2
Conclusion / summary (10 %)	The conclusion is grossly incomplete or is not present.	Lacks depth to the discussion of expectations, validity/error or suggested methods of improvements (or further work).	Summarizes the discussion of results, the validity and success of experiments, experimental errors, expectations & suggests methods of improvement.	Summarizes the discussion of results, the validity of the experiment, expectations, experimental errors, possible methods of improvement. Brings in further information not eluded to in the lab manual.	× 0.1
Scientific writing (10 %)	Writing style informal/ first person. Tenses are incorrect and grammar / formatting are poor.	Writing style generally good but slips up in some places with respect to the grammar, pronouns, tenses, or the general structure could be improved.	Writing style totally appropriate for the report. Third person, past-tense, correct grammar, spelling and well structured.	Highly readable, draws the reader in. Formal and concise. Written in the third person, past-tense. Grammar, spelling and nomenclature are correct. Well structured with a logical order.	× 0.1

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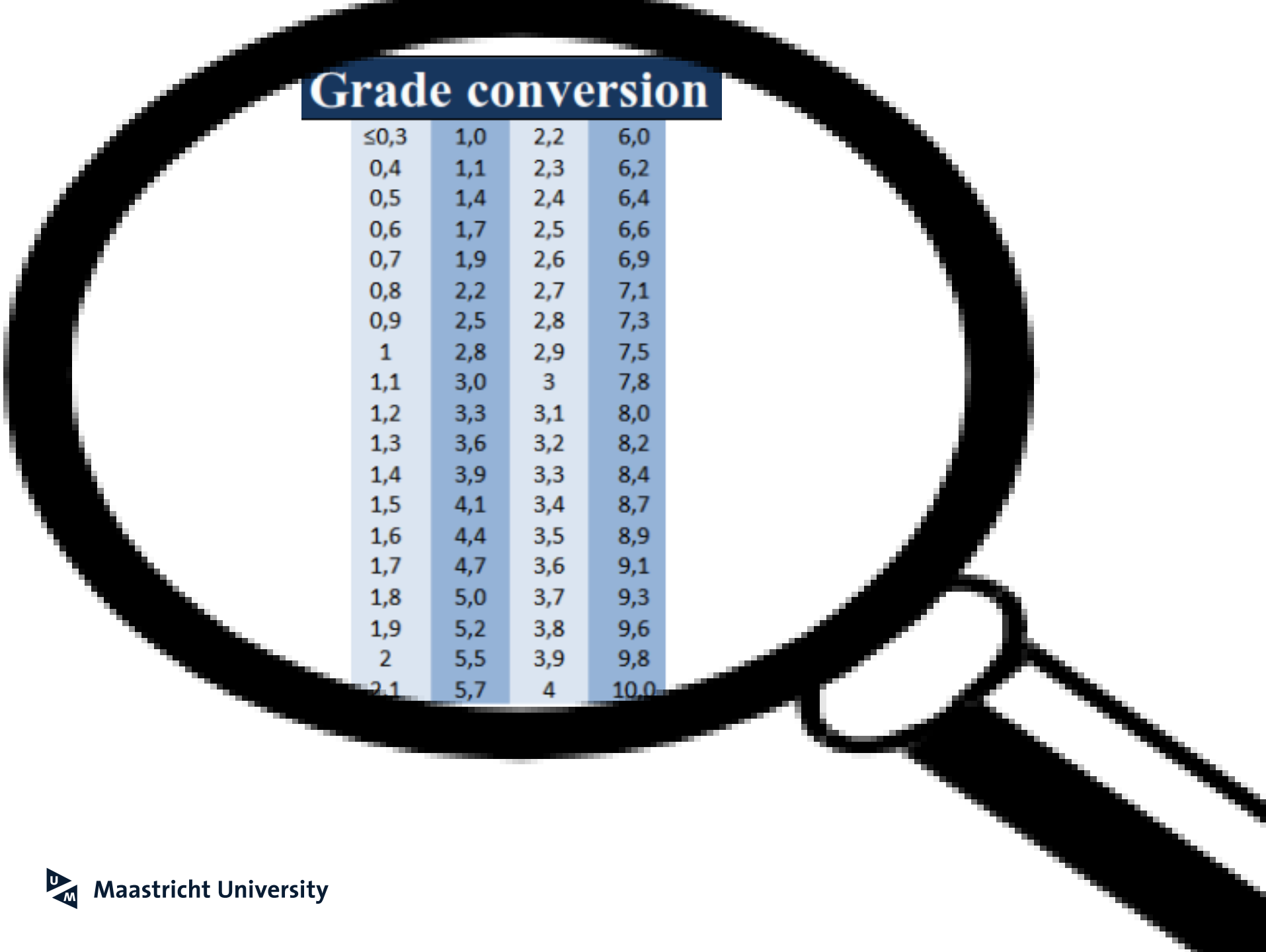
0,6	1,7	2,5	6,6
0,7	1,9	2,6	6,9
0,8	2,2	2,7	7,1
0,9	2,5	2,8	7,3
1	2,8	2,9	7,5
1,1	3,0	3	7,8
1,2	3,3	3,1	8,0
1,3	3,6	3,2	8,2
1,4	3,9	3,3	8,4
1,5	4,1	3,4	8,7
1,6	4,4	3,5	8,9
1,7	4,7	3,6	9,1
1,8	5,0	3,7	9,3
1,9	5,2	3,8	9,6
2	5,5	3,9	9,8
2,1	5,7	4	10,0

FINAL GRADE / 10


Grade conversion
≤0,3 1,0 2,2 6,0
0,4 1,1 2,3 6,2
0,5 1,4 2,4 6,4
0,6 1,7 2,5 6,6
0,7 1,9 2,6 6,9
0,8 2,2 2,7 7,1
0,9 2,5 2,8 7,3
1 2,8 2,9 7,5
1,1 3,0 3 7,8
1,2 3,3 3,1 8,0
1,3 3,6 3,2 8,2
1,4 3,9 3,3 8,4
1,5 4,1 3,4 8,7
1,6 4,4 3,5 8,9
1,7 4,7 3,6 9,1
1,8 5,0 3,7 9,3
1,9 5,2 3,8 9,6
2 5,5 3,9 9,8
2,1 5,7 4 10,0

Scoring grades from rubrics

Presentation criteria	1 Inadequate	2 Bare pass	3 Good	4 Excellent
Clear communication skills	Poor / unclear communication	Initial equation and answer only are shown	Initial equation, steps, and answer are shown	Initial equation, all steps, and answer are shown
Academic content	Content is incorrect	Steps are incorrect or not present, but answer is correct	Steps are correct, but answer is incorrect	Steps are correct and answer is correct
Explanation of results	Explanation is present but demonstrates a lack of understanding	Explanation indicates a minimal understanding of procedure	Explanation indicates procedures are understood	Explanation clearly indicates procedures are understood at an advanced level

Scoring grades from rubrics

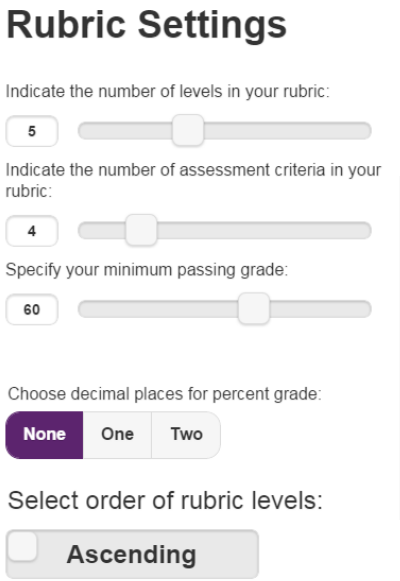
Letter grade	Grade point	Dutch grades	Description
A+	4.0	8.6-10.0	Excellent
A	4.0	8.0-8.5	
A-	3.7	7.7-7.9	Good
B+	3.3	7.4-7.6	
B	3.0	7.0-7.3	
B-	2.7	6.7-6.9	Pass
C+	2.3	6.4-6.6	
C	2.0	6.0-6.3	
C-	1.7	5.5-5.9	
D+	1.3	5.4	Fail but can be compensated
D	1.0	5.0-5.3	
F	0.0	0.0-4.9	Fail

Scoring grades from rubrics

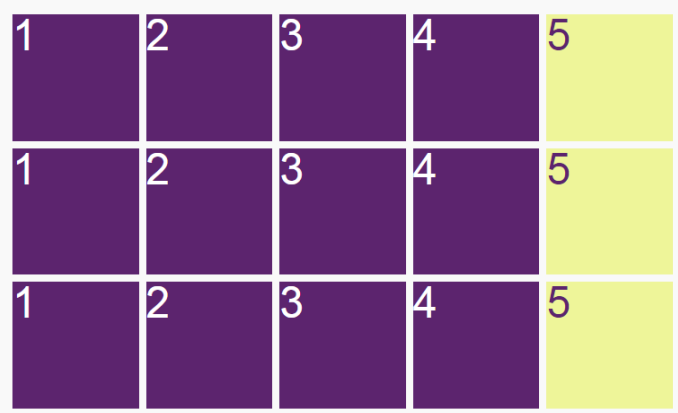
Presentation criteria	1 – 5.4 Inadequate	5.5 – 6.9 Adequate/ Pass	7.0 – 7.9 Good	8.0 – 10.0 Excellent
Clear communication skills	Poor / unclear communication	Initial equation and answer only are shown	Initial equation, steps, and answer are shown	Initial equation, all steps, and answer are shown
Academic content	Content is incorrect	Steps are incorrect or not present, but answer is correct	Steps are correct, but answer is incorrect	Steps are correct and answer is correct
Explanation of results	Explanation is present but demonstrates a lack of understanding	Explanation indicates a minimal understanding of procedure	Explanation indicates procedures are understood	Explanation clearly indicates procedures are understood at an advanced level

Scoring grades from rubrics

roobrix



Roobrix is a tool that helps educators avoid grading errors when scoring rubrics. **Learn more** about how teachers are making simple mistakes that have a negative impact on assessment outcomes.



http://www.roobrix.com

Take Home Task: What are the strengths and weaknesses of the rubric and scoring sheet designs which you have been given?

What type of design would suit your purposes best?