Using The Grading Process for Assessment

To be helpful to faculty who want to improve student performance as well as to serve the goals of program and general education assessment of student learning, grading must be seen as a process that includes:

1. Identify the most valuable kinds of learning in a course and articulate those outcomes
2. Construct exams and assignments that will match and test that learning outcome
3. Set standards and criteria that are assignment, exam or performance specific
4. Use primary trait analysis to build a scoring rubric*
5. Guide student learning
6. Implement changes in teaching that are based on information from the grading process

The classroom grading process, with well-constructed rubrics, can be harnessed for program or general education assessment. In doing so, two assumptions are being made:

1. Whatever learning you are trying to promote across the curriculum is being taught and assessed now.
2. Learning skills such as critical thinking or problem solving, is context-specific in the disciplines.

A program faculty or general education committee might want to do or know the following:

1. Assure that effective classroom assessment is taking place.
2. Find the common learning expectations among courses.
3. Check the sequence of skills taught in the program.
4. Identify what is required of graduates.
5. Isolate strengths and weaknesses in student performance at the conclusion of the program.
6. Track student performance over time.

*see the handout on rubrics

Source:

Other good sources:


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