CONTENT

What is the *Rubric Help Sheet*?

Grading Rubrics are used by Educators and markers to standardize marking procedures and ensure fairness in marking. Rubrics are often understood and explained to students and are used by the students as checklists for gaining marks to pass the subjects. As such, it limits students' creativity and can possible create a negative learning experience, discouraging Students from learning. The design of the *Help Sheet* is to encourage Educators to give conscious thought to how the grading rubric can affect students' performance (submissions) and their perception of expectations by the Educators.

Expected desirable outcomes

For Educators:
- ❖ Recognizing the unconscious decisions (assumptions) made by Educators
- ❖ Exploring variations of grading rubrics
- ❖ Defining Educators' expectations of Students' skills, knowledge and level

Design of the *Rubric Help Sheet*

The *Help Sheet* encourages Educators to think about the following questions when constructing and/or reviewing the Grading Rubric:
- What is being graded?
- How is it being graded?
- Why is it being graded?

It allows Educators to see whether their expectations, as communicated through the grading, matches with the expectations as set out in the Intended Learning Outcomes of the course/subject. The *Help Sheet* can help identify the various topics that have been introduced in the assessment and can help raise Students' awareness of the course/subject through clear feedback on whether the Students have achieved the expected standard.

How to use the *Rubric Help Sheet*

Identify elements of the assessment that requires grading (or are expected by the Educators to be present).

Conscious thoughts…

What are you grading?
What are you looking for in a perfect assignment? What are the elements that make up the assignment?
E.G.
- Contents: technical know-how, knowledge of theory, evidence supporting thoughts and theories, application of knowledge into situations
- Performance: overall look-and-feel of the piece of work, structure of work, presentation of ideas

How are you grading?
Need to clearly identify how to 'score' the piece of work.
E.G. (5 level grading)
- By Levels: Excellent-Very Good-Good-Average-Poor
- By Point: 5-4-3-2-1, A-B-C-D-E
- By Weight

Identify method of grading, matching grading system to best suit the purpose.

Grading
Best ← ——————————————————— → Worst

Identify the reason for grading and the expected level of achievement from Students.

Why are you grading?
What types of knowledge are being graded? What are the specifics? What is the key takeaway from this assignment?

Share your Ideas
Send us your ideas and share with fellow educators on:
Geo-spatial Education Platform: http://www.polyu.edu.hk/proj/gef/
Email: lsgi.gef@polyu.edu.hk