

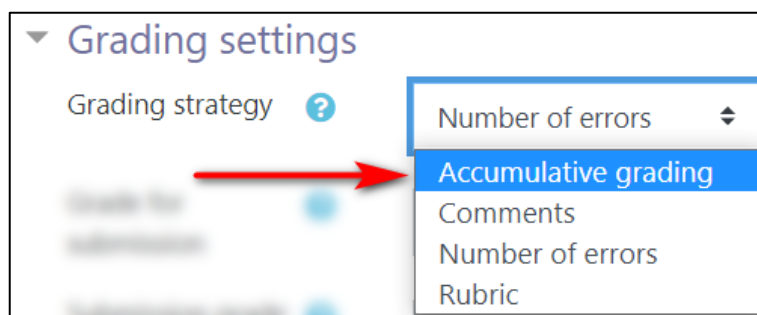
The Workshop Activity: Grading Strategies

The workshop activity could be set to have one of four possible grading strategies; **Accumulative**, **Comments**, **Number of Errors** and **Rubrics**. These strategies are explained in the document **Adding a Workshop Activity**. The following steps show how to set up the criteria for each **Grading strategy**.

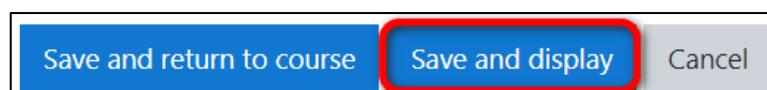
Accumulative grading

Note that some of the settings of this **Grading strategy** work best for EAP writing activities and learners with higher CLB levels.

1. In the general settings of the **Workshop** activity, click on the **Grading strategy** drop-down menu and choose **Accumulative grading**.

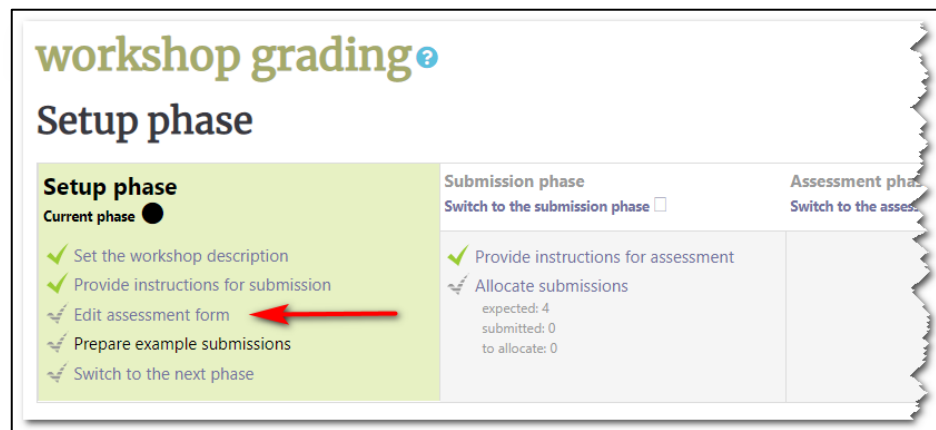


2. Configure the other settings of the **Adding a new Workshop** page, and click **Save and Display**.



The **Workshop** table appears.

3. Click on **Edit assessment form**.

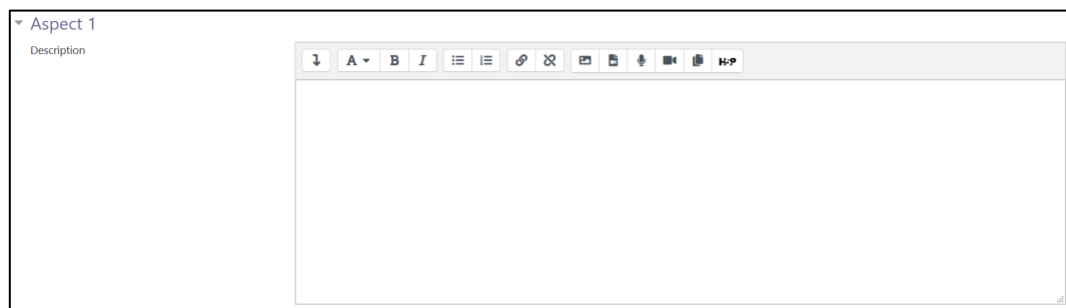


The **workshop grading Accumulative grading** page appears.



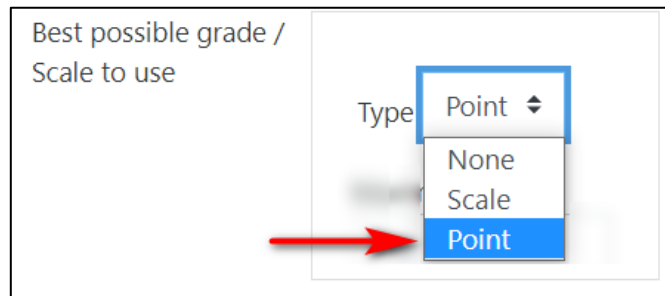
Here teachers need to set the **Aspects**, or the assessment criteria. Below are examples of 4 **Aspects**, each with a different setting, to show the potential capabilities of this **Grading strategy**. You can type these in the aspect **Description** text boxes or use your own criteria. Each criterion is graded by Moodle separately using either a number grade (e.g. out of 100) or a scale (e.g. 1-4).

4. Click on **Aspect 1** and type the **Description** of the criterion in the textbox.



Overall comprehensibility**Was the essay easy to read?****Yes, it was easy to read and understand. (3 points)****It was easy to understand the general idea, but some details were hard to follow. (2 points)****No, it was too difficult to follow and most ideas were not clear. (1 point)**

2. From the **Best possible grade / Scale to use** section, choose **Point** from the **Type** menu.



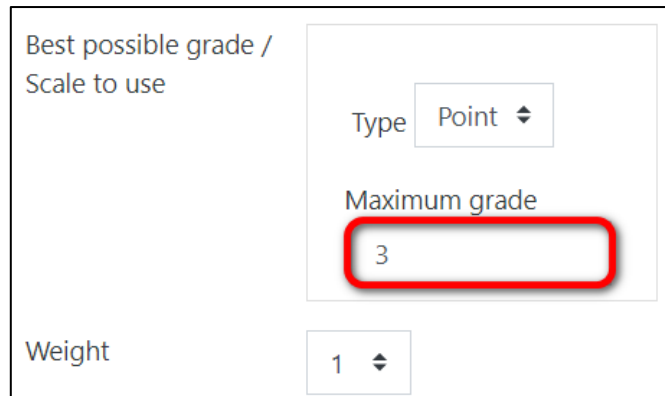
Best possible grade /
Scale to use

Type

- Point
- None
- Scale
- Point

A red arrow points to the 'Point' option in the dropdown menu.

3. Set the **Maximum grade**. For the above example, type 3.



Best possible grade /
Scale to use

Type

Point

Maximum grade

3

Weight

1

4. Depending on how important this aspect is compared to the other criteria, choose a **Weight**.
5. Click on **Aspect 2** to add another criterion.

6. Type the **Description** in the text box.

Content
How would you rate the writer's knowledge of the topic?

7. Go to the **Best possible grade / Scale to use** section, click on the **Type** drop-down menu and choose **Scale**.

Best possible grade /
Scale to use

Type

Scale ▾

Scale

PBLA Achievement Rating ▾

PBLA Achievement Rating

Scale

Separate and Connected ways of knowing

3 point Likert

Weight

1

▶ Aspect 3

Blanks for 2 more aspects

Save and continue editing Save and preview Save and close

Cancel

8. From the **Scale** drop-down menu, choose either one of the predefined options. The **PBLA Achievement Scale** allows grades of **Successful** and **Not Yet Successful**. (For more information on **Scales**, see the help document **Using a Scale for the Grade**.)

9. Depending on how important this aspect is compared to the other criteria, choose a **Weight**.

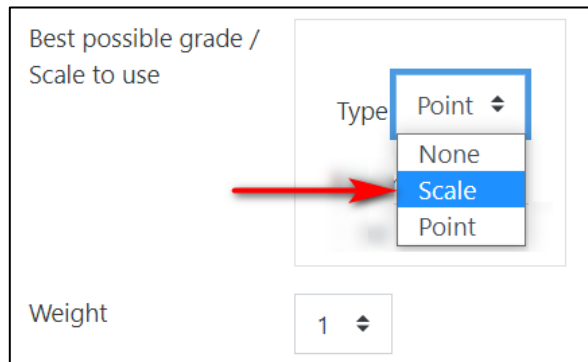
10. Click on **Aspect 3**.

11. Type the **Description** in the text box.

Writer Character

Based on the essay, how would you identify the writer's character?

12. Go to the **Best possible grade / Scale to use** section. From the **Type** drop down menu, choose **Scale**.



Best possible grade / Scale to use

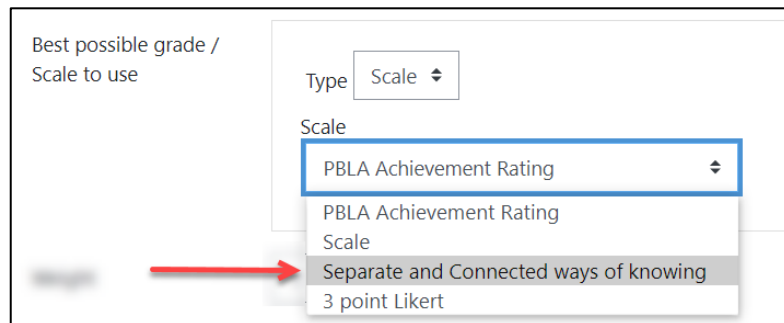
Type

- Point
- None
- Scale
- Point

Weight

1

13. From the **Scale** menu, choose **Separate and Connected ways of knowing**.



Best possible grade / Scale to use

Type

Scale

Scale

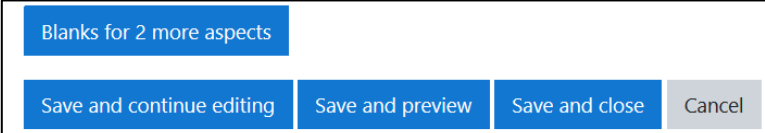
- PBLA Achievement Rating
- PBLA Achievement Rating
- Scale
- Separate and Connected ways of knowing
- 3 point Likert

This grading strategy allows the assessor to decide about the writer's character as revealed in their writing. The available options on this scale are: **Mostly connected knowing**, **Separate and connected** and **Mostly separate knowing**.

*Note that this **Aspect** is best used for courses that require learners to analyze the work and decide on the narrator/writer's personality type and/or character. While it is a useful tool for literature classes, it might not be as useful for LINC or ESL courses. For more information about Separate and Connected knowing see https://docs.moodle.org/38/en/Separate_and_Connected_Knowing

14. Depending on how important this aspect is compared to the other criteria, choose a **Weight**.

15. Click on **Blanks for 2 more aspects.**

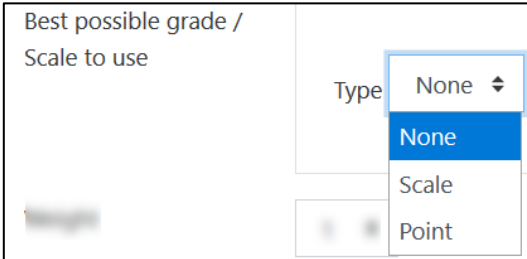


16. Click on **Aspect 4.**

17. Type the **Description** in the text box.

What is the best strength of this essay (for example, clear organization, grammar and structure, range of vocabulary, content, etc.)? Explain why you think it is a strong point.

18. Go to the **Best possible grade / Scale to use** section. Click on the **Type** drop down menu and choose **None**.



This option allows no grading and only requires the assessing students to leave comments on the submission.

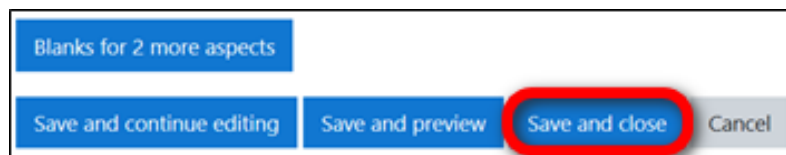
19. Depending on how important this aspect is compared to the other criteria, choose a **Weight**.

20. Click the **Save and preview** button to see a student's view of the **Assessment form** and **Aspects of Accumulative** grading strategy.

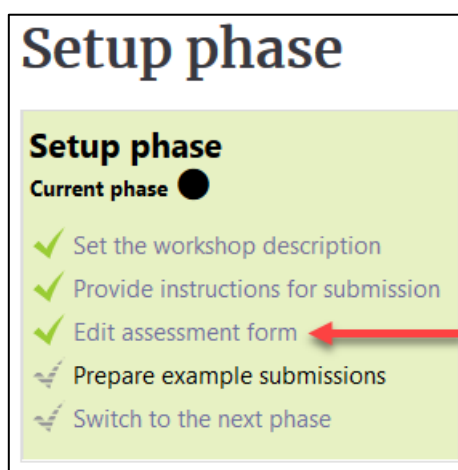
21. Click the **Back to editing form** button at the bottom of this page to continue editing.

Back to editing form

22. If needed, complete **Aspect 5**, and add more aspects by clicking the **Blanks for 2 more aspects** button. If not, click **Save and close**.



The **Workshop** table appears. Note that the checkmark in front of **Edit assessment form** has now turned to green.

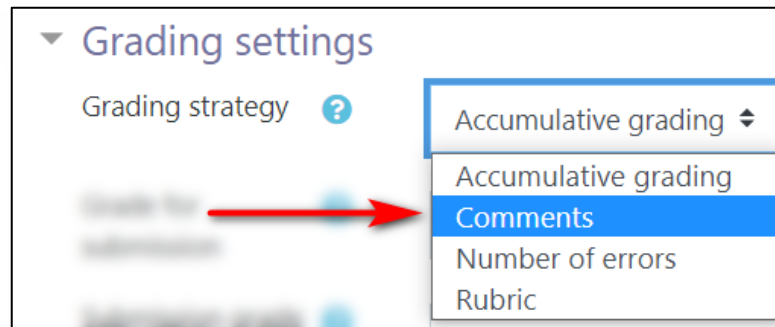


The green checkmarks indicate that the main settings of the **Setup phase** are now complete. Teachers can now scroll down below the table to **Prepare example submissions**, or move on to the next stage by clicking **Switch to the next phase**.

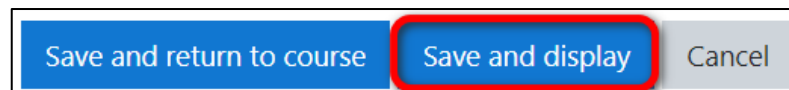
Comments

This grading strategy only allows the assessing students to comment on the submissions; therefore, it is a useful tool to enable and encourage peer-to-peer communication.

1. In the general settings of the **Workshop** activity, click on the **Grading Strategy** drop-down menu and choose **Comments**.

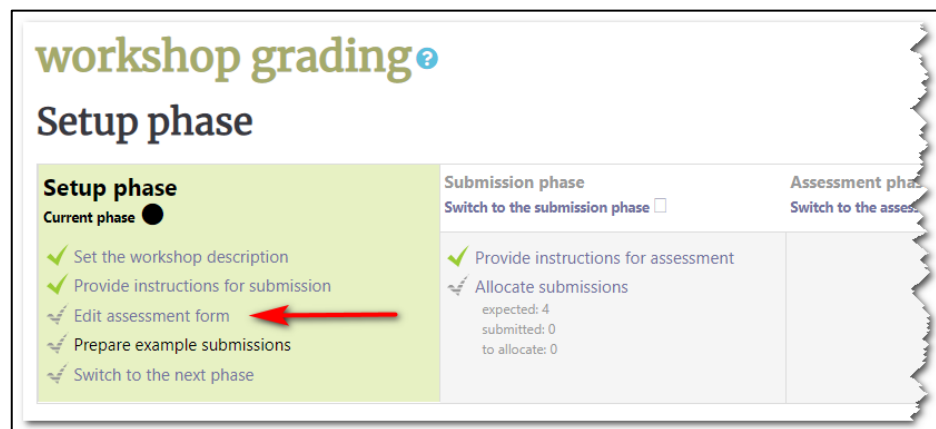


5. Configure the other settings of the **Set up phase**, and click **Save and Display**.



The **Workshop** table appears.

6. Click on **Edit assessment form**.



The **workshop grading Comments** page appears. The **Aspects** are the criteria that need to be defined for the assessment. The total grade for the assessed submission is always set to 100%.

7. Click on **Aspect 1** and type the **Description** in the textbox.

▼ Aspect 1

Description

↓ A ▾ B I ☰ ☷ 🔗 🔗

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You can type in the following examples or use your own descriptions to set the aspects.

What are the strong points of this essay?

8. Click on **Aspect 2** and type the **Description** in the textbox.

▼ Aspect 2

Description

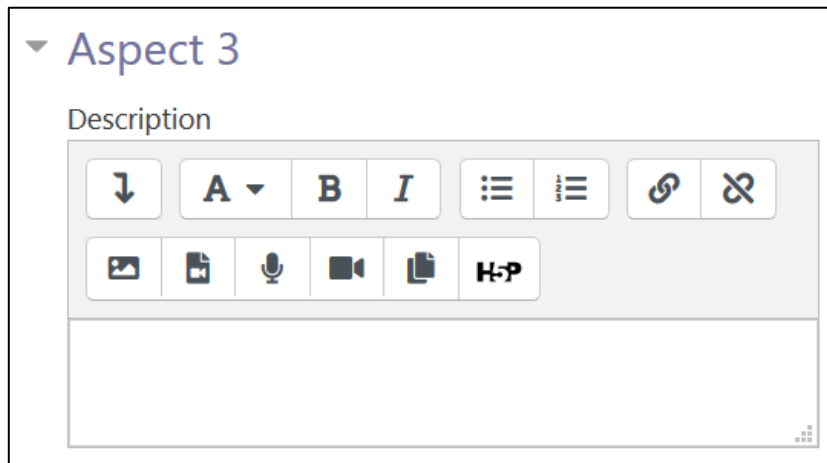
↓ A ▾ B I ☰ ☷ 🔗 🔗

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For example:

Which parts of the essay need revision?

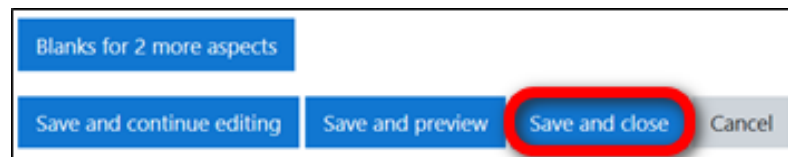
9. Click on **Aspect 3** and type the **Description** in the textbox.



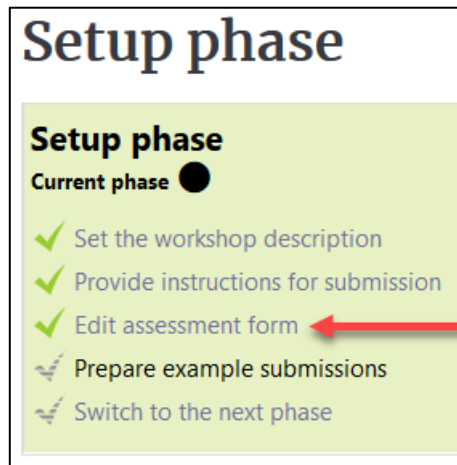
For example:

How can the writer improve this essay?

10. If you need to add more aspects, click **Blanks for 2 more aspects** and add descriptions. When finished, **Click on Save** and close.



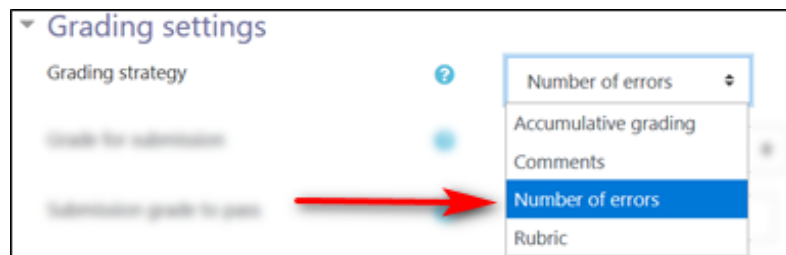
The **Workshop** table appears. Note that the checkmark in front of **Edit assessment form** has now turned to green.



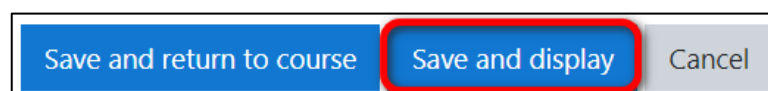
Number of errors

This is the simplest of the **Grading strategies** and can easily be adjusted for students with lower CLB levels. The learners are asked to respond to a number of Yes/No or True/False questions and leave comments in the end.

1. In the general settings of the **Workshop** activity, click on the **Grading Strategy** drop-down menu and choose **Number of errors**.

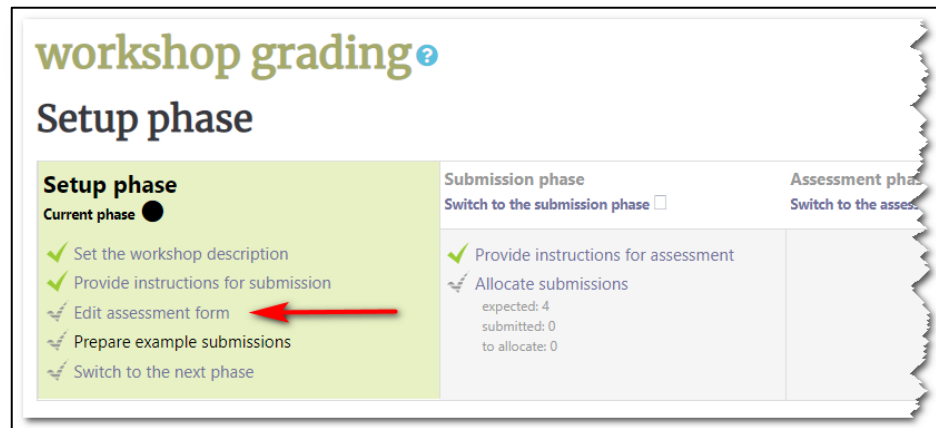


2. Configure the other settings of the **Set up phase**, and click **Save and Display**.



The **Workshop** table appears.

3. Click on **Edit assessment form**.



The **workshop grading Number of errors** page appears. Here you need to set the **Assertions**, or the criteria for assessment.

4. Click on **Assertion 1** and type the **Description** in the textbox. This should be formulated as a question or statement with only two possible answers, e.g. Yes/No, True/False, Acceptable/Unacceptable, Correct/Incorrect, etc.

The screenshot shows the 'Assertion 1' form. It has a title 'Assertion 1' and a section 'Description'. Below the title is a rich text editor with a toolbar containing icons for bold, italic, underline, list, link, unlink, image, video, audio, and H-P. The text area is empty.

You can type in the following examples or use your own more specific descriptions to set the **Assertions**.

Is there a topic sentence in this paragraph?

6. In the text boxes for **Word for the error** and **Word for success** type in your choice of words.

Word for the error	<input type="text" value="No"/>
Word for the success	<input type="text" value="Yes"/>

7. Depending on how important this aspect is as compared to the other criteria, choose a **Weight**.

<input type="text" value="Word for the error"/>	9
<input type="text" value="Word for the success"/>	8
	7
	6
	5
	4
	3
	2
	1
Weight	1

8. Click on **Assertion 2** and type the **Description** in the textbox. This also should be formulated as a question or statement with only two possible answers, e.g. Yes/No, True/False, Acceptable/Unacceptable, Correct/Incorrect, etc.

▼ **Assertion 2**

Description

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🎤

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Type a description for **Assertion 2**.

The paragraph has a conclusion.

9. In the text boxes for **Word for the error** and **Word for success** type in your choice of words.

Word for the error	<input type="text" value="No"/>
Word for the success	<input type="text" value="Yes"/>

10. Depending on how important this aspect is compared to the other criteria, choose a **Weight**.

11. Click on **Assertion 3** and type the **Description** in the textbox. This should also be formulated as a question or statement with only two possible answers, e.g. Yes/No, True/False, Acceptable/Unacceptable, Correct/Incorrect, etc.

▼ Assertion 3

Description

↓ A ▾ B I

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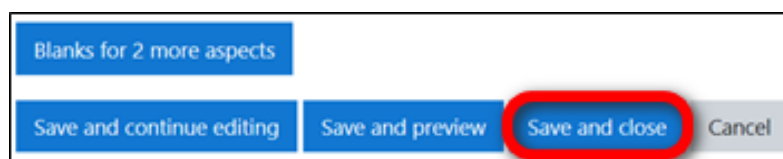
Type a description for **Assertion 3**.

How well do the details support the main idea?
Explain your answer in the comments.

12. In the text boxes for **Word for the error** and **Word for success** type in your choice of words.

Word for the error	<input type="text" value="Fair"/>
Word for the success	<input type="text" value="Very Good"/>
Weight	<input type="text" value="1"/>

13. Depending on how important this aspect is as compared to the other criteria, choose a **Weight**.
14. Scroll down to the **Grade mapping table**. This section shows how Moodle converts the number of failed assertions to a percentage for the given submission. A zero failed assertion is always mapped to 100% grade. In this example, all 4 assertions had the equal weight of 1, therefore, for each assertion the learner fails to meet, the equal percentage of 25% is taken off their score.
15. If you need to add more aspects, click **Blanks for 2 more aspects** and add descriptions. When finished, **Click on Save** and close.



The **Workshop** table appears. Note that the checkmark in front of **Edit assessment form** has now turned to green.


Rubric

This grading strategy requires the instructor to either design a rubric or use one that has already been designed.

1. In the general settings of the **Workshop** activity, click on the **Grading Strategy** drop-down menu and choose **Rubric**.



2. Configure the other settings of the **Set up phase**, and click **Save and Display**.

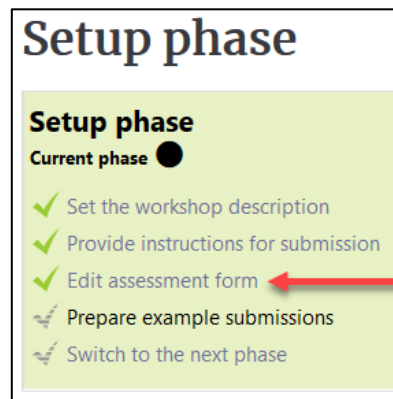
Save and return to course

Save and display

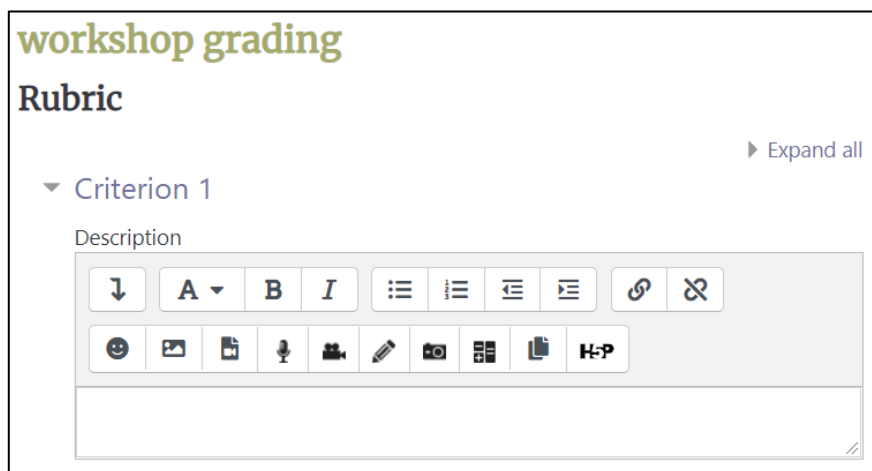
Cancel

The **Workshop** phases appear.

3. Click on **Edit assessment form**.



The **workshop grading Rubric** page appears.



5. Click on **Criterion 1** and type the **Description** in the textbox.

▼ Criterion 1

Description

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You can type in the following examples, or use your own rubric to describe the criteria for this activity.

Organization

The description is good and easy to follow.

6. In the **Level grade and definition** text boxes, type in the indicators for each level.

Level grade and definition	0 ▾	
Level grade and definition	1 ▾	Needs a lot of practice
Level grade and definition	2 ▾	Good, but still needs practice
Level grade and definition	3 ▾	Very good

Note that instructors can set level grade to 0 for students with no submissions.

7. Click on **Criterion 2** and type the **Description** in the textbox.

Vocabulary

The writer used the new words correctly.

8. In the **Level grade and definition** text boxes, type in the indicators for each level.

9. Click on **Criterion 3** and type the **Description** in the textbox.

Punctuation

The writer has used correct punctuation.

10. In the **Level grade and definition** text boxes, type in the indicators for each level.

11. You can add more criteria by clicking on the **Blanks for 2 more criteria** button.

12. Click on the **Rubric configuration** link to choose the layout of the rubric. You can choose **List** or **Grid**.

▼ **Rubric configuration**

Rubric layout

☒ List☐ Grid

13. To see the appearance of each, click the **Save and preview** button.

List Layout

workshop grading

Assessment form

Criterion 1

Organization**The description is good and easy to follow.**

- ☐ needs practice
- ☐ good
- ☐ very good

Criterion 2

Vocabulary**The writer used the new words correctly.**

- ☐ needs practice
- ☐ good
- ☐ very good

Criterion 3

Punctuation**The writer has used correct punctuation.**

- ☐ needs practice
- ☐ good
- ☐ very good

Grid Layout

workshop grading

Assessment form

Criteria	Levels		
Organization The description is good and easy to follow.	<input type="radio"/> needs practice	<input type="radio"/> good	<input type="radio"/> very good
Vocabulary The writer used the new words correctly.	<input type="radio"/> needs practice	<input type="radio"/> good	<input type="radio"/> very good
Punctuation The writer has used correct punctuation.	<input type="radio"/> needs practice	<input type="radio"/> good	<input type="radio"/> very good

14. If you need to add more aspects, click **Blanks for 2 more aspects** and add descriptions. When finished, **Click on Save** and close.

Blanks for 2 more aspects

Save and continue editing Save and preview **Save and close** Cancel

The **Workshop** table appears. Note that the checkmark in front of **Edit assessment form** has now turned to green.

workshop grading ?

Setup phase

Setup phase	Submission phase	Assessment phase
Current phase ● ✓ Set the workshop description ✓ Provide instructions for submission ✓ Edit assessment form ← ✗ Prepare example submissions ✗ Switch to the next phase	Switch to the submission phase <input type="checkbox"/> ✓ Provide instructions for assessment ✗ Allocate submissions expected: 4 submitted: 0 to allocate: 0	Switch to the assessment phase <input type="checkbox"/>

Resources

Workshop Settings https://docs.moodle.org/25/en/Workshop_settings

Workshop Grading Strategies https://docs.moodle.org/39/en/Workshop_grading_strategies