

Constructive grading: assessment culture matters

AEA-E webinar, SIG Assessment Cultures, 31 August 2021

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Plan

- The context
- Several issues about grading practices
- You said constructive grading ?
- Assessment culture
- A theoretical framework and an example from the practice
- Constructive grading and assessment culture !
- An open conclusion

The educational context in french-speaking Switzerland (7 states)

- Policies emphasize Assessment for Learning (AfL)
- Practices focus on summative assessment, which is prescribed
- Grades (1 to 6) are ubiquitous and grading tools are often prescribed as well

Several issues about grading practices

- Grading practices look like a « hodge-podge » (Brookhart et al., 2016)
- Teachers have a complex relationship with grades (Alm & Colnerud, 2015)
- A lack of knowledges and skills among teachers (Moss, 2013)

-> How to consider grading as a complex and situated practice? (Pasquini & DeLuca, 2021)

Grading and Assessment for Learning (AfL)

Information from a graded summative assessment can be used in a formative perspective to support further learning (Laveault & Allal, 2016)

You said constructive grading ?

(Pasquini, 2021)

A grade is constructive when it is elaborated on the basis of **criteria** that characterize **the learning objectives** assessed in a summative assignment.

Thus constructed, the grade allows teachers to give **feedback** to the students on what they have learned successfully and what still needs to be worked on.

Assessment culture

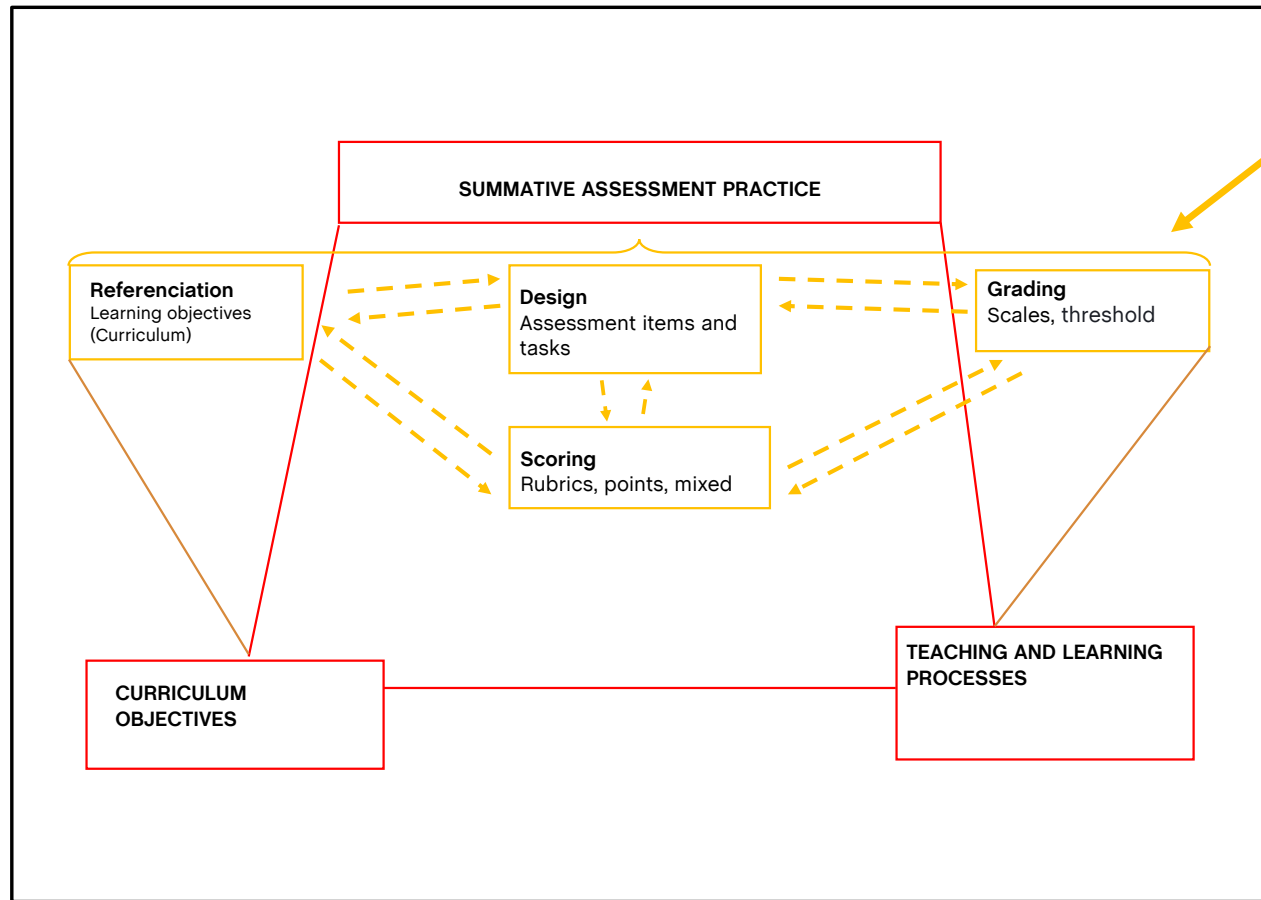
(Birenbaum, 2016; DeLuca et al., 2019)

- Assessment is all about learning
- Assessment drives the teaching and the learning of both students and teachers
- Assessment means dialogue with the learner
- Assessment should empower the learner, especially through feedback by the teacher or peers
- Assessment is informal as well
- Students believe in their ability to learn
- Modesty in formal assessment is required

Two hypotheses

- Under certain conditions, grades can be a powerful tool to help teachers in their decisions and support students' learning
- Moving onwards on constructive grading practices needs thorough training based on theoretical models and on teacher's effective practices

Theoretical framework: Expanded curricular alignment (Anderson, 2002; Pasquini, 2019, 2020, 2021)



An example (Gfeller, 2020)

- Grade 8 (students' age: 12 years old)
- French (writing)
- Subject: short news item
- Learning objective assessed:
 - L1-22: Write a variety of texts using a wide range of references
 - L1-26: Construct an overall understanding of language to produce texts
- Duration: 90 minutes
- Grades from 1 to 6 (the best), 4 as the sufficient grade, with half grades (e.g., 3,5)

The assessment task

Guidelines

- Write a short news item by choosing one of the two images and respecting the imposed elements
- Use the writing guide by checking off the different boxes as you write
- Copy the proposed conclusion at the end of your text as the last paragraph



Situation 1 « the car accident »

Conclusion

An investigation into the cause of the accident has been initiated by the local police



Situation 2 « the burglary »

Conclusion

For the moment, the presumed suspects have not yet been found

The detailed writing guidelines

- The story is **real, plausible and written in he/she**
- The use of **past tense** is appropriate
- The news item is organized into four parts:
title / header / opening-development-testimony / conclusion

Title

- The title **is related** to the news item. If possible, the title is attractive

Header

- The header answers the questions **“what?”, “when?” and “where?”**

Opening

- The opening brings at least **one additional precision** to the questions **“what?”, “when?” and “where?”**

Development

- The development explains **how** the event occurred
- The development includes **at least one directly reported testimony**
- The testimony brings **new information** to the news story

Language skills

- **The spelling of words** is correct
- **The conjugation of verbs** is correct
- **The agreement of the verb with the subject** is correct
- **The syntax of the sentences** is appropriate
- **The punctuation of the testimony** is respected

The assessment rubrics (I)

Assessment rubrics

Basic

	<i>Curriculum objectives</i>	<i>N°</i>	<i>Criteria</i>	<i>Yes</i>	<i>No</i>
L1 22	Respect of the requested textual type	1	1.1 The news item is real	<input type="checkbox"/>	<input type="checkbox"/>
			1.2 The news item is plausible	<input type="checkbox"/>	<input type="checkbox"/>
			1.3 The news item is written in he/she	<input type="checkbox"/>	<input type="checkbox"/>
	Organization of the text according to a given model	2	2.1 The title is related to the news item	<input type="checkbox"/>	<input type="checkbox"/>
			2.2 The header answers the questions " what? ", " when? " and " where? " (Presence of at least two of the three elements)	<input type="checkbox"/>	<input type="checkbox"/>
			2.3 The opening brings at least one additional precision to the questions " what? ", " when? " and " where? " (Presence of at least two of the three elements)	<input type="checkbox"/>	<input type="checkbox"/>
			2.4 The development explains how the event occurred	<input type="checkbox"/>	<input type="checkbox"/>
	Insertion of directly reported words	3	3.1 The news item contains at least one testimony reported directly in the development that brings new information	<input type="checkbox"/>	<input type="checkbox"/>
	Appropriate use of verb tenses	4	4.1 The use of past tense is appropriate (Maximum 1 error per 5 different conjugated verbs)	<input type="checkbox"/>	<input type="checkbox"/>

The assessment rubrics (II)

Assessment rubrics

Development

	<i>Curriculum objectives</i>	<i>Nº</i>	<i>Criteria</i>	<i>Yes</i>	<i>No</i>
L1 22	Choice of a title	1	1.1 <i>The title is attractive</i>	<input type="checkbox"/>	<input type="checkbox"/>
	Organization of the text according to a given model	2	2.1 <i>The news item is organized into four parts: title / header / opening-development-testimony / conclusion</i>	<input type="checkbox"/>	<input type="checkbox"/>
L1 26	Use of verb forms in written productions using a reference tool	3	3.1 <i>The conjugation of each verb is correct (Maximum 1 error per 10 different conjugated verbs)</i>	<input type="checkbox"/>	<input type="checkbox"/>
	Agreement of the verb with the subject	4	4.1 <i>The agreement of the verb with the subject is correct (Maximum 1 error per 10 different conjugated verbs)</i>	<input type="checkbox"/>	<input type="checkbox"/>
	Production of syntactically and orthographically correct sentences	5	5.1 <i>Spelling of words (except for conjugated verbs covered by criteria 3.1) is correct (Maximum 1 error per 40 words)</i>	<input type="checkbox"/>	<input type="checkbox"/>
			5.2 <i>The syntax of the sentences is appropriate (Maximum 1 error per 60 words)</i>	<input type="checkbox"/>	<input type="checkbox"/>
			5.3 <i>The punctuation of the testimony is respected</i>	<input type="checkbox"/>	<input type="checkbox"/>

The grading scale

Number of validated criteria	Grade
4 basic criteria + 5 development criteria	6
4 basic criteria + 4 development criteria	5,5
4 basic criteria + 3 development criteria	5
4 basic criteria + 2 development criteria	4,5
4 basic criteria + 0-1 development criteria	4
3 basic criteria	3,5
2 basic criteria	3
1 basic criteria	2,5
0 basic criteria	2

Planon

Accident à Lausanne

Le 04 novembre, à Lausanne, un accident s'est produit.

Le 04 novembre, à Lausanne, à la place du Flan^R, une jeune automobiliste a perdu le contrôle de sa voiture et elle s'est retrouvée sur le trottoir. Pour S+0 commencer, la jeune femme n'a pas réussi à freiner et elle a forcé droit sur le trottoir. Elle s'est pris un lampadaire sur l'avant de la voiture. « En entendant ce bruit je me suis rué dehors. J'ai été choquée de l'état de la voiture », a affirmé une serveuse. Une personne a appelé les urgences, la police et la dépanneuse. « Quand je suis arrivé, la jeune femme était déjà incontinent et j'ai donc laissé les secours faire », a expliqué un employé d'un garage de voiture. S 5.3

Une enquête sur les causes de l'accident a été ouverte par les policiers de la com^omune.

3.1: 14/14 4.1: 12/14
S.1: 6 erreurs S.2: 2 erreurs S.3: 1 erreur

Grille d'évaluation

Base








	Objectifs PER	N°	Critères	Oui	Non
L1 22	Respect du genre textuel demandé	1	1.1 Le fait divers est réel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			1.2 Le fait divers est vraisemblable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			1.3 Le fait divers est écrit à la 3 ^{ème} personne (il/ils, elle/elles).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Organisation du texte selon un modèle donné	2	2.1 Le titre est en lien avec le fait divers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			2.2 Le chapeau répond aux questions « Quoi ? », « Quand ? » et « Où ». (Présence d'au moins deux éléments sur les trois)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			2.3 L'attaque apporte un détail supplémentaire à la question « Quoi ? » « <u>Quand ?</u> » et « Où ». (Présence d'au moins deux éléments sur les trois).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			2.4 Le développement explique « Comment ? » l'événement s'est produit.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Insertion de paroles rapportées directement	3	3.1 Le fait divers contient au moins un témoignage rapporté directement dans le développement qui apporte une nouvelle information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Utilisation adéquate des oppositions (imparfait/passé composé)	4	4.1 L'utilisation des oppositions imparfait / passé composé est adéquate. (Maximum 1 erreur par tranche de 5 verbes conjugués différents)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Perfectionnement

	Objectifs PER	N°	Critères	Oui	Non
L1 22	Choix d'un titre	1	1.1 Le titre est incitatif.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Organisation du texte selon un modèle donné	2	2.1 Le fait divers est organisé en quatre paragraphes : Titre / Chapeau / Attaque + développement + témoignages / Conclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L1 26	Utilisation de formes verbales dans des productions écrites à l'aide d'un moyen de référence	3	3.1 La conjugaison de chaque verbe est correcte. (Maximum 1 erreur par tranche de 10 verbes conjugués différents)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Accord du verbe avec le sujet	4	4.1 L'accord du verbe avec le(s) sujet(s) est correct. (Maximum 1 erreur par tranche de 10 verbes conjugués différents)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Production d'énoncés syntaxiquement et orthographiquement corrects	5	5.1 L'orthographe des mots (à l'exception des verbes conjugués pris en compte par le critère 3.1) est correcte. (Maximum 1 erreur par tranche de 40 mots)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			5.2 La syntaxe des phrases est adéquate. (Maximum 1 erreur par tranche de 60 mots)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			5.3 La ponctuation du discours rapporté directement est respectée.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Texte simple et efficace qui respecte bien la structure du fait divers. La mise en texte (organisation en paragraphes) est claire. Tu aurais pu inventer un titre incitatif comme par exemple « A Flon la caisse ! » suscitant ainsi la curiosité du lecteur. Les répétitions dans le titre, le chapeau et l'attaque de ton fait divers pourraient être évitées. Enfin, afin de rendre ton texte plus complet, tu aurais pu donner des informations sur la vitesse de la voiture, l'ampleur des dégâts ou encore décrire l'intervention des secours.

Constructive grading and assessment culture ! (Birenbaum, 2016; DeLuca et al., 2019)

- Constructive grading is all about learning 
- Constructive grading drives the teaching and the learning of both students and teachers 
- Constructive grading means dialogue with the learner 
- Constructive grading should empower the learner, especially through feedback by the teacher or peers 
- Constructive grading is informal as well 
- Constructive grading helps students believe in their ability to learn 
- Modesty in constructive grading is required 

An open conclusion

- We have to acknowledge that constructive grading is a complex practice
- Teachers' education and training needs on this topic to be strengthened in order to develop teachers' assessment culture
- Could constructive grading reduce school failure ?

**Many thanks for
your attention**

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