FAQs – Grading and assessment

Are there general grading criteria?
Yes, they're available on the CCS-website.

How do we relate the graded tasks to the amount of credits?
This is needs to be discussed in relation to the course goals, how advanced the course is and the general structure of the examination. Rule of thumb: beware of over-examination. One (or sometimes two) graded assignment(s) is often enough to give sufficient.

What is the division of responsibility in terms of graded assignments between CCs, core team, course resource person?
The general division is that course coordinators develop drafts of assignments based on course goals and in relation to course content (lectures and literature). These drafts are then discussed and (if necessary) adjusted together with the person who will do the grading. Often, this will be your course resource person, but it could also another person from the core team or an external person from the work-group. Make sure to start to develop assignments early, to allow for a good process.

Can students do peer-assessment?
Yes. Discuss structure and process with course resource person. Students can not do peer-grading though.

How can we make the examination reflect the whole course (so that the effort a student has shown during the course is reflected in the grade? Not just a final assignment that counts, so to say)?
All grading is done on the basis of how well the students meet the course goals. To some extent the process of how they learn and whether or not they engage with the course material in the presence of course coordinators is not always imperative for grading. There are several reasons for why process-grading might be considered unfair: a) students have different learning styles (where some look more engaged than others), b) we have no good criteria (at least not at the moment) for how to fairly assess

students "effort", c) students need to be aware of then they are assessed/graded and when they are not – and a move to grade students 100% of the time might not lead to an open, safe and collaborative learning environment. But all these are difficult questions where its important we at CEMUS keep discussing and improving together.

If just one graded assignment: How do we make sure that what happens in the rest of the course doesn't become irrelevant (from a grading perspective)?

See answer above. However, even if grading (U-3-4-5) is only applied to one assignment, other assignments or course elements can be made mandatory and graded Fail/Pass. This makes them very relevant from a grading perspective, since students cannot pass the course without meeting the criteria to pass these assignments/tasks/ course elements. The process of creating suggestions for the graded assignments should be a creative one, so make sure to involve your resource-person early on to ensure you are all working in the same direction.

What should be included in the grades? Just the assignment or should you also consider the students effort during the course?

See above.

If someone fails the course, can we give higher grade than 3?

Yes, if the student passes all mandatory assignments/course elements and their graded assignments is higher than 3. This applies both when students hands in late and when they re-submit failed assignments.

How does time affect grade, if we're not having a different make up assignment/examination for those who fail?

It doesn't.

Should students know that re-examination is the same, if they fail/hand in late?

For transparency, yes.

Is it ok to mostly have pass/fail assignments and 1-2 U, 3, 4, 5?
Yes. Strongly recommended.

Examples of "good" and "bad" assignments?
This is difficult to say since it depends on the goals and the purpose of the assignments. Discuss with your resource person and she/he can help you find examples. Perhaps you also have past experiences that can help?

Do we as course coordinators help with grading at all?
Yes, and no. Course coordinators do assessment for pass-fail assignments in collaboration with the resource person. Grading U-3-4-5 takes more time – time that is not included in your work hours.

Can a failed/resubmitted assignment get a 4 or 5?
Yes.