

# Moodle: can it support your assessment workflow?

Dr. Christopher Smith

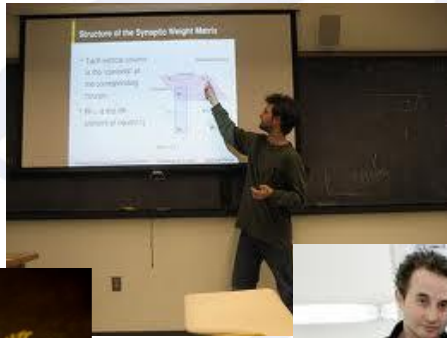
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My thanks to:

Andrew Syson, Magdalena Rybak-Adamczewska

(and my many colleagues that have been part of the trial!)

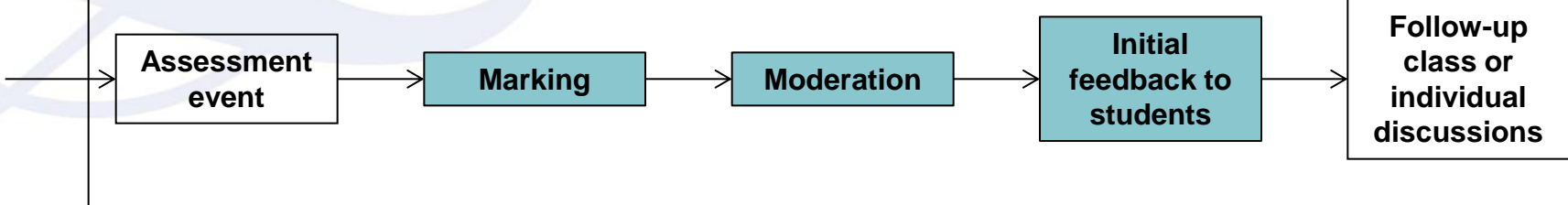




student  
video



Ignore this part



# Example around projects / dissertations



Can Moodle allow an appropriate on-line assessment approach?

## Project Marking Form

Student's Name: .....

Marking Categories	Mark
<b>Main Report</b>	
A. Depth and Quality of Work	(out of 15)
B. Achievement of Objectives	(out of 15)
C. Learning and Research	(out of 15)
D. Structure, Layout and Readability	(out of 15)





# Marking Screen

Grade

Enter comments here

Grade

Grade: Marking guides are particularly useful for blind and double marking situations as they allow pre-defined criteria to be established that all markers use.

**Depth and quality of work**

Correctness and appropriateness of method, amount and intricacy of work involved, etc. This is the most important area as it covers both problem analysis and solution (i.e. work towards a "product").

Text input field for marking. To the right, a label "score" is positioned above a small input box, with "/25" below it.

**Achievement of objectives**

Achievement measured against agreed objectives (as in original or amended brief).

Text input field for marking. To the right, a label "score" is positioned above a small input box, with "/25" below it.

**Learning and Research**

Investigation and use of sources beyond the normal "taught" areas of the degree course. Note: all sources must be referenced properly.

Text input field for marking. To the right, a label "score" is positioned above a small input box, with "/25" below it.

**Structure, layout and readability**

The "presentational" quality of the report, including organisation into sections, spelling, clarity and use of illustrations

Text input field for marking. To the right, a label "score" is positioned above a small input box, with "/25" below it.

- Show marker criterion descriptions  Hide marker criterion descriptions
- Show student criterion descriptions  Hide student criterion descriptions

Current grade in gradebook -

Grading student 1 out of 2

Enter grades here

Save changes | Save and show next | Cancel

Next

Automatically puts final mark in grade book

# Marking guides - notes

- Breakdown of marks **must** total 100;
  - Have a conversion sheet from x/25 to % in instructions (make it easy for the markers)
- Feedback in ‘marking guide’ does not show in grade-book
  - **BUT** can be seen from assignment view

Grade: Marking guides are particularly useful for blind and double marking situations as they allow pre-defined criteria to be established that all markers use.

## Depth and quality of work

Correctness and appropriateness of method, amount and intricacy of work involved, etc. This is the most important area as it covers both problem analysis and solution (i.e. work towards a “product”).

Marking guide  
feedback area







score

/25

# Double marking

- Can use the marking guides and have separate grading for 1<sup>st</sup> assessor and 2<sup>nd</sup> assessor
  - Using groups and groupings

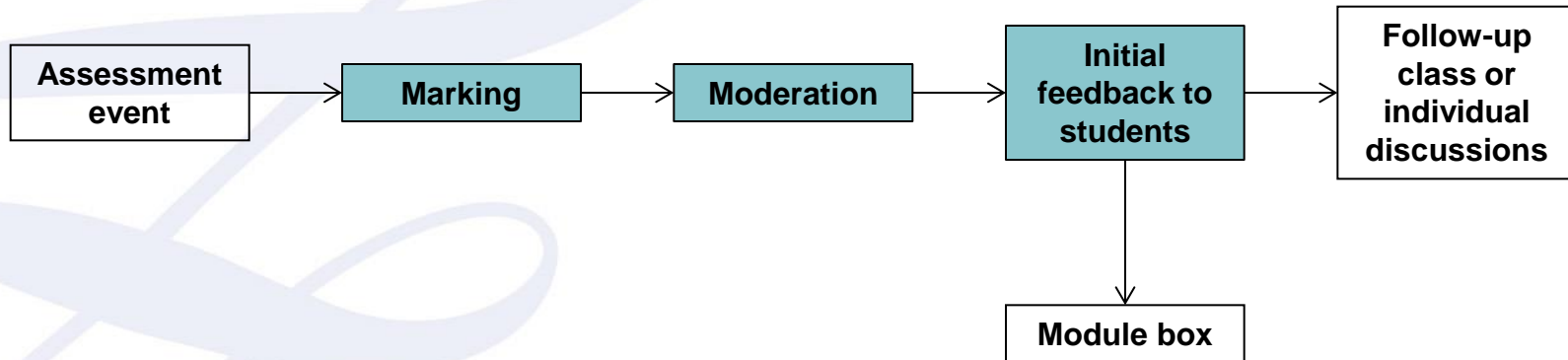
## Groupings

Grouping	Groups	Activities	Edit
Marker 1's students		3	  
Marker 2's students		2	  

# Critical review & future

## Questions around double-marking

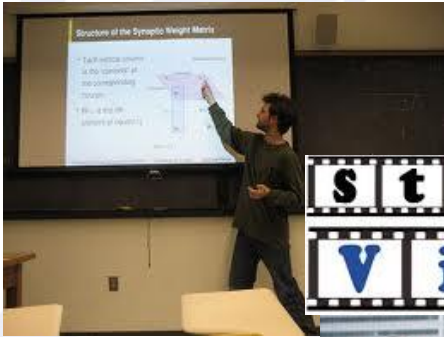
1. Which feedback to release?
2. Which grade to use?
3. Blind or trust?



## Quality assurance work-stream [FUTURE]

1. How best to create a system that supports module box population
2. Which grade to use?
3. Blind or trust?



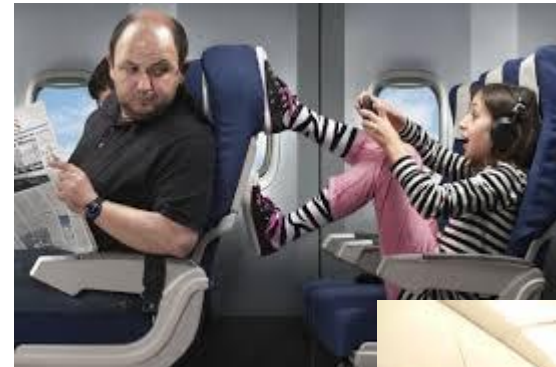


student  
video

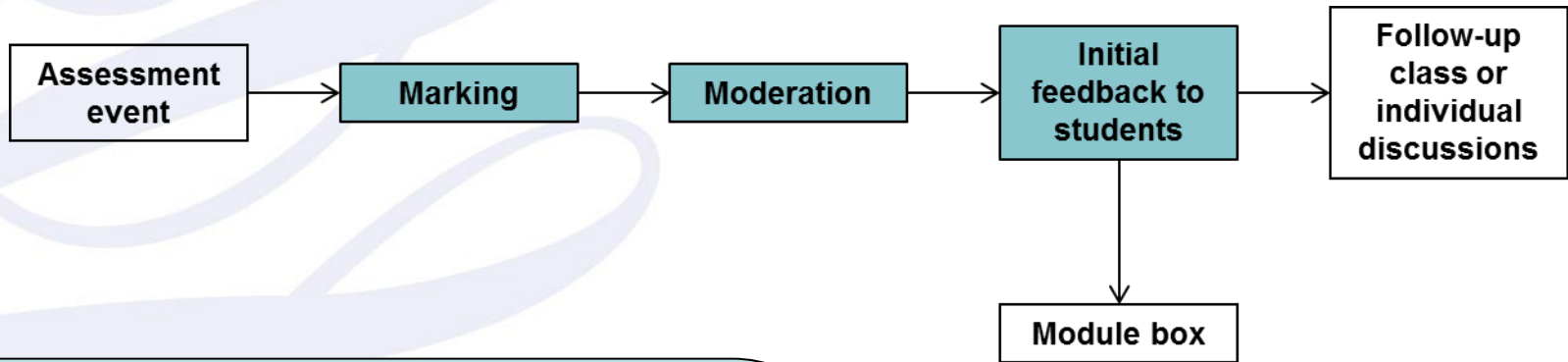


Where do you mark?

What are you marking?



# Consider your assessment lifecycle carefully



## Many forms of feedback

Excellent Sally.  
 You have got really good results.  
 Your graphs are very clear.  
 Add more detail to your conclusions.  
 Start with:-  
 "My results are like this because friction...."



Marking Rubric					
	Exemplary 4	Qualified 3	Developed 2	Beginning 1	Score
Support for Topic	Relevant, telling, quality details give the audience important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion is unsupported.	Supporting details and information are relevant, but several key issues or portions are unsupported.	Supporting details and information are typically unclear or not related to the topic.	
Organisation	The presentation is very well organised with websites data to support ideas. Videos and links are included.	The presentation is organised but one idea is not supported by a web source.	The presentation is a little unorganised but the information is relevant.	The presentation is confusing and difficult to follow.	
Use of Graphics	All graphics are attractive (size and colour) and support the theme/content of the presentation.	Most graphics are attractive (size and colour) and but one does not support the theme/content of the presentation.	All graphics are not attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive and distract from the content of the presentation.	



CUOnline Moodle

**Offers interesting capabilities for many scenarios**