

Quality factors for grading criteria

Alan Davidson, Institutionen för data- och systemvetenskap och Jessica Slove Davidson, Institutionen för biologisk grundutbildning

Roundtable discussion

Abstract

A project financed by rektors kvalitetsmedel was conducted in 2017 to follow up grading criteria ten years after Bologna's introduction. During that project a number of differing perspectives on why certain classes of grading criteria should be applied became apparent. It appears that the choices that course directors make in devising grading criteria have diverse motivations. This begs the question of not only what constitutes good grading criteria but also what factors come into play when balancing differing and possibly conflicting quality measures. Establishing a map of what factors make good grading criteria could be of value in guiding course directors who struggle to know what they should be striving for. The purpose of this round table is to share and map perspectives on what constitutes quality grading criteria.

Validity and reliability are given quality factors, but how do practicalities such as speed of grading, collaborative grade summation, ease of grade motivation before student complaints, and reflections of higher quality pedagogical ambitions balance to make criteria that satisfy our needs?

Above all how can, and how should new environmental constraints, such as the need to account for students' use of ubiquitous AI tools, force a shift in our quality measures?

References

D.R. Sadler (2005), *Assessment & Evaluation in Higher Education*,