

GRADING

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“A lot of current grading practice is shamefully inadequate. We persist in the use of particular practice not because we’ve thought about them in any depth, but, rather because they are tradition that has remained unquestioned for years.”

Thomas Guskey

Outline

- What is grading?
- Why do we grade our students?
- How can we grade our students?
- How should we combine test scores?
- What does research tell us about grading?
- Guidelines for fair grading

What is grading?

- Grading is an exercise in professional judgment. It involves the collection and evaluation of evidence on students' achievement or performance over a specified period of time. Through this process, various types of descriptive information and measures of students' performance are converted into grades that summarize students' accomplishments.

Why do we grade our students?

- **Functions of grading**
 - Instructional uses: Grading system should focus on the improvement of student learning.
 - Clarifies the instructional objectives
 - Indicates the students' strengths and weaknesses
 - Provides information concerning students' development
 - Contributes to the students' motivation
 - Reports to parents
 - Administrative uses
 - Promotion and graduation
 - Awards

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How can we grade our students?

- **Letter grading system**
 - A, B, C, D, F
 - S, U, (H)
- **Pass-fail system**
- **Checklists of objectives**
- **Descriptive report**

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Who should receive an A?

- **Absolute grading**
 - A = 90 – 100 points
 - B = 80 – 89 points
 - C = 70 – 79 points
 - D = 60 – 69 points
 - F = below 60
- **Relative grading**
 - A = 15 %
 - B = 25%
 - C = 45%
 - D = 10 %
 - F = 5%

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Question

- ในปัจจุบันอาจารย์ใช้วิธี absolute หรือ relative grading
- วิธีการที่อาจารย์เลือกใช้มีข้อดี และข้อเสียอย่างไรบ้าง

Breakout room x 5 min

Absolute Grading

- **Strengths**
 - Grades relate directly to student performance
 - All students can obtain high grades
 - Students have clear vision of how to get good grades
- **Limitations**
 - Standards can be arbitrary.
 - Performance standards tend to vary due to variations in test difficulty, student ability, and instructional effectiveness.

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Relative Grading

- **Strengths**
 - Guarantee a constant proportion of grades in every group of students.
- **Limitations**
 - The percent of students receiving each grade is arbitrary.
 - The meaning of grades varies with the students' ability.
 - Prevent students from helping each other.
 - Cannot link students' grades to the accomplishment of medical competencies

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How should we combine test scores?

- The Department of Anatomy wants to grade M2 students based on 4 paper examinations, each receives 25% weight
 - Ex 1: full score 100, range 40 – 80, SD 10
 - Ex 2: full score 50, range 40 – 45, SD 2
 - Ex 3: full score 50, range 10 – 40, SD 8
 - Ex 4: full score 100, range 70 – 80, SD 5

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Standardization of Scores

$$Z = \frac{x - M}{SD}$$

Z = standard score

X = raw score

M = mean

SD = standard deviation

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Discussion

- การคิดคะแนนเป็น standard score มีข้อเสีย/ข้อควรระวังในการใช้หรือไม่ อย่างไร
- ท่านคิดว่าควรมีการคิด standard score ในการรวมคะแนนในรายวิชาที่ท่านเกี่ยวข้องหรือไม่ เพราะเหตุใด
- Breakout room x 5 min

Compensatory credit

- ในรายวิชาหนึ่งซึ่งคะแนนรวมได้จาก mcq 30 คะแนน OSCE 30 คะแนน Report 20 คะแนน performance rating (พฤติกรรม) 20 คะแนน
- นักศึกษา A ได้คะแนน 70 คะแนน (mcq 25, OSCE 25, Report 10, performance rating 10)
 - ขาดส่งรายงาน
 - ไม่ขึ้น round ไม่ progress คนไข้ ออกตรวจ opd สาย

Non-compensatory Credit

- การตัดสินเกรด
 - เกณฑ์ขั้นต่ำในการให้เกรด
 - ผลงาน / เข้าร่วมกิจกรรม
 - ความรู้
 - ทักษะ
 - พฤติกรรม/ เจตคติ
 - คะแนนรวม > ... = A, > ... = B,

What does research tell us about grading?

- **Grading is not essential to instruction.**
 - Teachers do not need grades to teach well, and students can learn quite well without them.
- **Grades have some value as rewards, but no value as punishments**
 - Instead of prompting greater effort, low grades more often cause students to withdraw from learning.
- **Grading should be done in reference to learning criteria.**
 - Normative grading makes learning a highly competitive activity.

Guidelines for Fair Grading

1. Inform students at the beginning of the course what grading procedures is used.
2. Base grades on student achievement, and achievement only.
3. Base grades on a wide variety of valid assessment data.
4. Use a proper technique to combine scores, with consideration of non-compensatory credit
5. If there is no quota limitation, use absolute grading.
6. Review all borderline cases by reexamining all test scores.

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GPA

- Grade Point Average (GPA)
- GPA มีประโยชน์อย่างไรต่อการศึกษา
- นักศึกษามหาวิทยาลัยควรมี GPA หรือไม่

- Breakout room x 5 min

Summary

- What is grading?
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- How can we grade our students?
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"The time to repair the roof is when the sun is shining."

John F. Kennedy