DigiProf project

1.3 **How to describe assessment criteria in line with assessment tasks?**

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Assessment criteria

- It is recommended to include the **assessment criteria in the course description (together with the assessment strategy) and in the assignments** so that it is clear to the learners how they will be assessed.
- Clearly described assessment criteria **inform learners how a well-done assignment should look like**.
- When assessment weights are added to the assessment criteria, it is clear to the learners, where the emphasis should be. This also lets to **avoid subjectivity in the assessment** process.

Assessment criteria in line with assessment tasks

- For each assessment task, write the assessment criteria:
  - which grade and which characteristics of the performed activity or task must correspond.

- Provide the assessment tasks and assessment criteria in the course and study guides.

Feedback according to assessment criteria

- Provide feedback through Moodle task assessment tools, explaining which assessment criteria the student's assignment did not meet and why the grade is as it is.

Grading against assessment criteria

- Once students have uploaded their work, the teacher estimates the grade and, in the feedback window, explains which assessment criteria have been met, which have been partially or not met at all. And after summing up the weights of the assessment criteria accordingly, the teacher justifies the grade.
- If the task is linked to the learning outcomes, teacher marks whether the student has reached them (partially/fully) or not reached at all.

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- Grading against assessment criteria (Example taken from VMU Moodle environment)

Grade out of 10

7.00

Describe e-learning models and technologies enhancing learning, their offer in the market, concepts, and to highlight their differences and characteristics:

Partially achieved

Plan and design technology enhanced learning curriculum using virtual learning environments:

Partially achieved

Plan development of digital skills for teachers and trainers:

Partially achieved

Assess the strategies of integration of technologies in different sectors of education:

Partially achieved

Apply metacognitive principles to re-design and improve classroom level curriculum applying technologies in education:

Partially achieved

Current grade in gradebook

7.00

Feedback comments

XXX,

I do not understand why you used some very strange old resources for your paper? But not learning material from the course, that you had for the whole semester? - You can choose other resources, but not that old!!

Digital competence IS NOT ICT competence… I am sorry to say - and NOT digital literacy! and NOT ICT skills!

I am very sorry to see that in the paper.

Regarding formal evaluation criteria:

1) structure - not met - 0

2) roles - yes - 3