GRADESCOPE FOR LANGUAGE COURSES

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LAND ACKNOWLEDGEMENT

While we are coming together today in a virtual space, it is important to recognize the physical space that connects us and brings us together. The University of Guelph and its campuses are situated on the treaty lands of the Mississaugas of the Credit. We understand that these lands are connected by the Dish with One Spoon Wampum and continue to be home to diverse communities of First Nations, Inuit and Métis Peoples. By acknowledging the land, we reaffirm our commitment to decolonization and reconciliation with Indigenous peoples and our responsibility to the land on which we live, learn, and play.
OVERVIEW

• The basic language course
  – Key competencies
  – Assessment challenges
• Educational Technology: Gradescope
  – What is Gradescope?
  – Addressing assessment challenges
• Gradescope In Action
  – Worksheet/Quiz
  – Long Answer/Essay
• Support Options
• Question & Answer Period
THE BASIC LANGUAGE COURSE
**Key Competencies**

- **Understanding** (listening, reading)
- **Speaking** (spoken interaction, spoken production)
- **Writing**
  - This model is supported by the *Common European Framework of Reference for Languages*
ASSESSMENT CHALLENGES

TRACKING KNOWLEDGE GAPS IN LANGUAGE ACQUISITION & UNDERSTANDING STUDENTS' PROGRESS

RECOGNIZING ASSESSMENT BIAS

PROVIDING ENOUGH CONSTRUCTIVE FEEDBACK OPPORTUNITIES
ASSESSMENT CHALLENGES

• Are my students grasping the concepts taught in class?
• Are there common patterns in the errors they are making?

TRACKING KNOWLEDGE GAPS IN LANGUAGE ACQUISITION & UNDERSTANDING STUDENTS' PROGRESS
ASSESSMENT CHALLENGES

• Are my students having difficulty understanding the questions?
• Are the questions designed equitably?

RECOGNIZING ASSESSMENT BIAS
ASSESSMENT CHALLENGES

• How can I ensure students receive ongoing, accessible feedback?
• How can I open up dialogue with my students when they have questions and need clarification on feedback?

PROVIDING ENOUGH CONSTRUCTIVE FEEDBACK OPPORTUNITIES
EDUCATIONAL TECHNOLOGY: GRADESCOPE
WHAT IS GRADESCOPE?

- Allows instructors to administer and assess a variety of assignment types
  - Bubble sheets
  - On-paper assignments
  - Programming assignments
  - Online assignments
- Works with online and in-class assessments
- Combines AI and manual grading
- Provides detailed statistics and data to evaluate students' progress
The Gradescope Process – 2 Options

- Instructor collects submissions
- Instructor scans work to PDF
- Instructor evaluates submissions

- Students upload scan/photo of work directly to Gradescope
- Instructor evaluates work
ADDRESSING ASSESSMENT CHALLENGE #1: TRACKING KNOWLEDGE GAPS

- Monitor achievement at the question level and the assignment level.
**Gradescope & Learning Analytics**

- Answer tags easily organize questions into learning objectives
- Allow instructors to understand common knowledge gaps or identify which learning objectives have been met
Gradescope & Learning Analytics

- Answer grouping
  - Alerts instructor to common errors
- e.g., Quiz on past tense
  - Through answer grouping, realize that majority of students understand the concept
  - Issue is with conjugation of auxiliary verb – as the instructor, I would prioritize a review of avoir/être in present tense
- In traditional assessment, might be harder to notice recurring issues, particularly if there are multiple graders and large number of students
ASSESSMENT CHALLENGES

- Tracking knowledge gaps in language acquisition & understanding students' progress
- Recognizing assessment bias
- Providing enough constructive feedback opportunities
**ADDRESSING ASSESSMENT CHALLENGE #2: RECOGNIZING ASSESSMENT BIAS**

- Alerts instructors to possible biases by identifying patterns in submissions
  - Are students struggling with the grammar component (i.e. the part being assessed) or is there a content barrier?
- Gradescope reveals that questions 2 and 4 might be too difficult
  - Prompts instructor to investigate further and possibly reevaluate question design

*Note: Discriminatory Scores are only available with bubble sheet assignments*
ASSESSMENT CHALLENGES

- TRACKING KNOWLEDGE GAPS IN LANGUAGE ACQUISITION & UNDERSTANDING STUDENTS' PROGRESS
- RECOGNIZING ASSESSMENT BIAS
- PROVIDING ENOUGH CONSTRUCTIVE FEEDBACK OPPORTUNITIES
ADDRESSING ASSESSMENT CHALLENGE #3: FEEDBACK OPPORTUNITIES

- Regrade request facilitates open communication between learner and instructor
- Rubrics are clear, consistent, and offer students the chance to review their progress

3. Ils ____(jouer) au soccer.

4. Tu ____(naitre) à Guelph?

5. Elle ____(venir) de l’école.

Faites attention à la conjugaison au présent
ASSESSMENT CHALLENGES

- TRACKING KNOWLEDGE GAPS IN LANGUAGE ACQUISITION & UNDERSTANDING STUDENTS’ PROGRESS
- RECOGNIZING ASSESSMENT BIAS
- PROVIDING ENOUGH CONSTRUCTIVE FEEDBACK OPPORTUNITIES
GRADESCOPE IN ACTION

Exploring how Gradescope can work with different assignment types
**Worksheet/Quiz**

- Contains fill-in-the-blanks, multiple choice, and short answer
- Usually grammar focused
## Comparison

<table>
<thead>
<tr>
<th>Traditional assessment</th>
<th>Gradescope</th>
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<tbody>
<tr>
<td>- Graded individually by student</td>
<td>- Graded by question</td>
</tr>
<tr>
<td>- May take significant time to evaluate</td>
<td>- Answer grouping &amp; reusable comments allows for faster evaluation</td>
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<tr>
<td>- Usually no system in place to track common errors</td>
<td>- Possible to analyze overall results at the question or assignment level</td>
</tr>
<tr>
<td>- Feedback can easily be lost by students (paper copies)</td>
<td>- Feedback is always accessible via Gradescope</td>
</tr>
<tr>
<td>- Grades must be manually inputted into CourseLink</td>
<td>- Grades can be immediately transferred to CourseLink</td>
</tr>
</tbody>
</table>
**Demo: Worksheet/Quiz (Instructor Uploaded)**

- Create assignment
- Upload work
- Assess
  - Answer grouping
    - Note areas of improvement
  - Add answer tags
    - Note areas of improvement
- Release feedback

**Note:** This demo uses the 'Exam/Quiz' Gradescope assignment type.
LONG ANSWER/ESSAY

- Written response to a question or theme
- May be evaluated for specific grammar elements, style, and fluency
# Comparison

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<td>- May take significant time to evaluate</td>
<td>- Reusable comments and rubrics allows for faster evaluation</td>
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<td>- If rubric needs to be changed, all previously evaluated essays must be reassessed</td>
<td>- If rubric is adjusted, all changes are automatically applied to other submissions</td>
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DEMO: LONG ANSWER/ESSAY (STUDENT UPLOADED)

• Assess
  – Rubric
  – Annotations

• Release feedback
  – Show student perspective
  – Regrade request

Note: This demo uses the 'Homework/Problem Set' Gradescope assignment type.
Support options
GRADESCOPE SUPPORT

• Technical Support for Gradescope is available via CourseLink Support
  – X.56939 or courselink@uoguelph.ca

• Gradescope Drop-in Support (via Zoom)
  – Tuesdays at 10 am and Wednesdays at 2 pm

• Pedagogical Support - Instructional Technology Specialists
  – insttech@uoguelph.ca

• Online Support Resources
  – OpenEd Gradescope Support for Instructors
  – Gradescope’s Help Centre
  – Past session recordings and upcoming sessions
REFERENCES


QUESTION & ANSWER PERIOD