

# GRADESCOPE FOR LANGUAGE COURSES

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EDUCATIONAL SUPPORT

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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

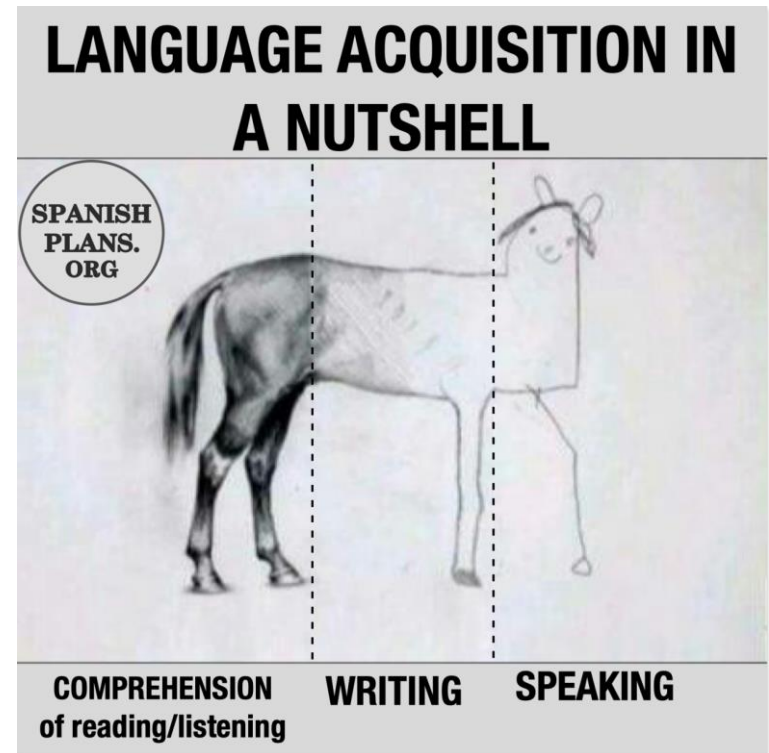
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# KEY COMPETENCIES

- **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

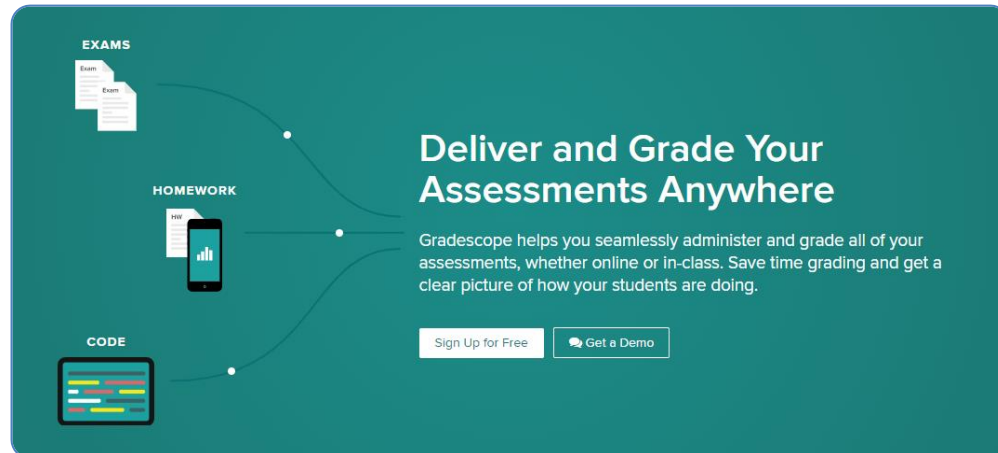
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# WHAT IS GRADESCOPE?

- 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 graphic features a dark teal background with three icons on the left: 'EXAMS' (document icon), 'HOMEWORK' (document and smartphone icon), and 'CODE' (code editor icon). Lines connect these icons to a central text area on the right. The text area contains the headline 'Deliver and Grade Your Assessments Anywhere', a descriptive paragraph, and two buttons: 'Sign Up for Free' and 'Get a Demo'.

**EXAMS**

**HOMEWORK**

**CODE**

## Deliver and Grade Your Assessments Anywhere

Gradescope helps you seamlessly administer and grade all of your assessments, whether online or in-class. Save time grading and get a clear picture of how your students are doing.

[Sign Up for Free](#) [Get a Demo](#)

# THE GRADESCOPE PROCESS – 2 OPTIONS

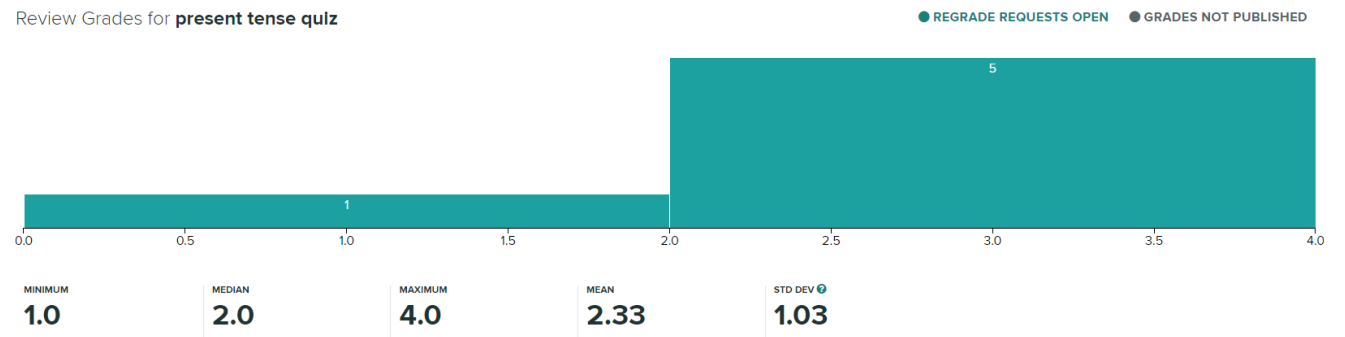
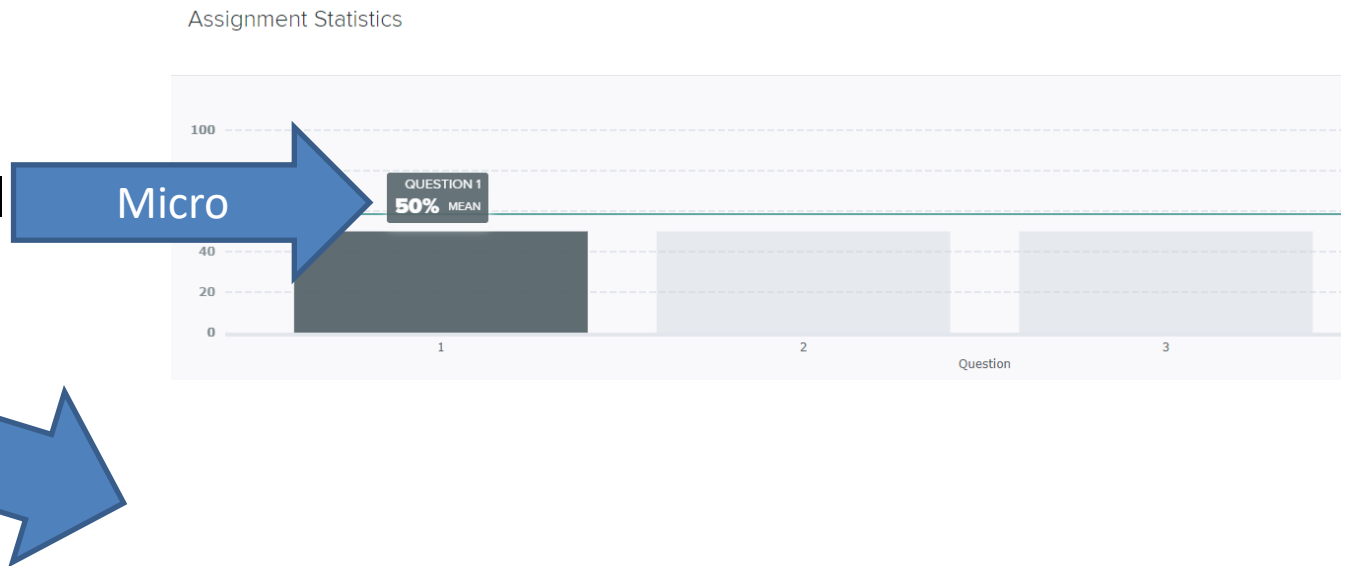
- Instructor collects submissions
- Instructor scans work to PDF
- Instructor evaluates submissions

- 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

MINIMUM	MEDIAN	MAXIMUM	MEAN	STD DEV
<b>12.5%</b>	<b>46.88%</b>	<b>68.75%</b>	<b>44.79%</b>	<b>19.13%</b>

TAG	QUESTION	POINTS	MEAN
LO 1.2	2 questions	3.0 points	66%



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# 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

We found **2 groups** for this **Text Fill-in-the-blank Question** (Edit type).  
Indicate a [Final Answer Area](#) if there is a specific part of the question region that you would like to group answers by.  
[Something doesn't look right? Let us know!](#)

Fill in the blank with the correct conjugation au présent.

1. Nous (regarder) regardions la télé tous les soirs.

regardions  
GROUP 1  
0 / 3 Answers Confirmed  
[Rename](#) [Merge](#) [Delete & Ungroup Answers](#)

Fill in the blank with the correct conjugation au présent.

1. Nous (regarder) regardions la télé tous les soirs.

regardons  
GROUP 2  
0 / 3 Answers Confirmed  
[Rename](#) [Merge](#) [Delete & Ungroup Answers](#)

# ASSESSMENT CHALLENGES



TRACKING KNOWLEDGE GAPS IN  
LANGUAGE ACQUISITION &  
UNDERSTANDING STUDENTS'  
PROGRESS



RECOGNIZING ASSESSMENT BIAS

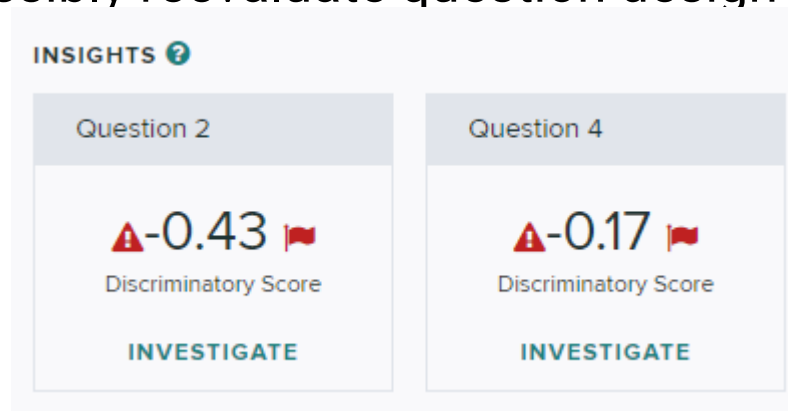


PROVIDING ENOUGH  
CONSTRUCTIVE FEEDBACK  
OPPORTUNITIES



# 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



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RECOGNIZING ASSESSMENT BIAS



PROVIDING ENOUGH  
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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

The screenshot displays a quiz question with three items:

3. Ils ont (jouer) au soccer.
4. Tu êtes (naître) à Guelph?
5. Elle es (venir) de l'école.

A yellow callout box points to the word "es" in question 5, containing the text: "Faites attention à la conjugaison au présent".

On the right side, a rubric is visible with the following details:

- Score: 5
- Progress: 0 OF 6 GRADED
- TOTAL POINTS: 0.5 / 1.0 pt
- Item 1: +0.5 (Tu as bien choisi l'auxiliaire)
- Item 2: +0.5 (Tu as bien conjugué l'auxiliaire)
- Buttons: + Add Rubric Item, Create Group, Import...
- SUBMISSION SPECIFIC ADJUSTMENTS: Point Adjustment 0

# ASSESSMENT CHALLENGES



TRACKING KNOWLEDGE GAPS IN  
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PROGRESS



RECOGNIZING ASSESSMENT BIAS



PROVIDING ENOUGH  
CONSTRUCTIVE FEEDBACK  
OPPORTUNITIES

# GRADESCOPE IN ACTION

Exploring how Gradescope can work with different assignment types

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# WORKSHEET/QUIZ

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

## REGULAR PRESENT TENSE ENDINGS

jouER		finIR		vendRE	
Je	joue	je	finis	je	vends
tu	jouES	tu	finIS	tu	vendS
il	joue	elle	finIT	on	vend
nous	jouONS	nous	finISSONS	nous	vendONS
vous	jouEZ	vous	finISSEZ	vous	vendEZ
ils	jouENT	elles	finISSENT	ils/elles	vendENT

For each verb type **ER IR RE** highlight the verbs that sound the same despite the differences in spelling!

1. Nous (regarder) \_\_\_\_\_ la télé tous les soirs
2. J'(habiter) \_\_\_\_\_ à Caistor depuis sept ans
3. Ma sœur (finir) \_\_\_\_\_ l'école à 15H15 mais moi je (finir) \_\_\_\_\_ à 15H45
4. Il (tondre) \_\_\_\_\_ le gazon le weekend [to mow the lawn]
5. Ils (vendre) \_\_\_\_\_ des DVD sur eBay
6. Nous (finir) \_\_\_\_\_ à CGS le 13 février pour une semaine de vacances
7. Mes deux sœurs (regarder) \_\_\_\_\_ les dessins animés tous les jours
8. Mon petit frère (grandir) \_\_\_\_\_ très rapidement
9. Tu (prendre) \_\_\_\_\_ le car le matin? Non, je (prendre) \_\_\_\_\_ la voiture!
10. Mes parents (adorer) \_\_\_\_\_ la musique Pop mais nous (adorer) \_\_\_\_\_ 1 Direction
11. On (télécharger) \_\_\_\_\_ des films de l'internet

Some irregular present tense verbs – can you match them up from the box below?

I can _____	I want _____	Je dois _____	Je suis _____	Je fais _____	Je lis _____
I see _____	I drink _____	Je peux _____	Je bois _____	J'écris _____	Je veux _____
I have to _____	I am _____	Je vois _____	Je vais _____		
I go _____	I read _____				

Match up the verbs with the rest of the sentence [use numbers, don't draw lines]

1. Je joue \_\_\_\_\_ Anglais et je suis né à Lincoln
2. Je fais \_\_\_\_\_ au cinéma avec mes copains
3. Je regarde \_\_\_\_\_ du coca sans sucre
4. J'habite \_\_\_\_\_ un frère et une sœur
5. Je vais \_\_\_\_\_ surfer l'internet
6. J'écoute \_\_\_\_\_ mes emails après le collège
7. Je suis \_\_\_\_\_ au rugby tous les jours
8. J'ai \_\_\_\_\_ de la musique sur mon portable
9. J'aime \_\_\_\_\_ mes copains au centre ville
10. Je bois \_\_\_\_\_ la télé tous les soir
11. Je lis \_\_\_\_\_ beaucoup au téléphone
12. Je travaille \_\_\_\_\_ du vélo avec mon frère
13. Je télécharge \_\_\_\_\_ une petite maison à Stourbridge
14. Je rencontre \_\_\_\_\_ beaucoup au collège
15. Je parle \_\_\_\_\_ la radio quand je suis dans ma chambre

# COMPARISON

Traditional assessment	Gradescope
- Graded individually by student	- Graded by question
- May take significant time to evaluate	- Answer grouping & reusable comments allows for faster evaluation
- Usually no system in place to track common errors	- Possible to analyze overall results at the question or assignment level
- Feedback can easily be lost by students (paper copies)	- Feedback is always accessible via Gradescope
- Grades must be manually inputted into CourseLink	- Grades can be immediately transferred to CourseLink

# 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

## ÉCRIT ARGUMENTÉ

Vous êtes élève dans une école bilingue. Vous faites partie du « Club Journal » et vous voulez créer un espace de libre expression des élèves sur le site Internet de l'école. Le directeur de votre école est opposé à ce projet car il redoute les textes provocateurs et les plaintes des professeurs et des parents d'élèves. Au nom du « Club Journal », vous lui écrivez une lettre officielle afin de le faire changer d'avis. Vous le rassurez en lui montrant les avantages de cette initiative pour chacun et pour la vie de l'école. (250 mots minimum).

Le 4 avril, 2012

Monsieur le directeur,

Je suis un étudiant et un membre du « Club Journal ». Le « Club Journal » a pris connaissance de votre opposition envers notre projet de créer un espace de libre expression des élèves sur le site Internet de l'école et nous vous prions de reconsidérer votre décision.

Il y a tellement d'avantages qui viendraient avec ce projet. Cet espace serait une place idéale pour les élèves de laisser des commentaires et de suggérer des améliorations au système et à la vie de l'école. Le but de l'école est de faire apprendre les jeunes, mais si les élèves ne sont pas intéressés, c'est très difficile d'atteindre cet objectif. Lorsqu'un étudiant offre un commentaire, les autres vont soit l'accepter ou le rejeter. Ensuite, les autorités, qui seraient aussi au courant, pourront faire la décision finale sur ce qui est meilleur, les élèves pourront voter directement sur le site web. Cela éliminera les décisions prises injustes, car les décisions seraient fait par les personnes impliquées.

# COMPARISON

Traditional assessment	Gradescope
- May take significant time to evaluate	- Reusable comments and rubrics allows for faster evaluation
- If rubric needs to be changed, all previously evaluated essays must be reassessed	- If rubric is adjusted, all changes are automatically applied to other submissions
- Feedback can easily be lost by students (paper copies)	- Feedback is always accessible via Gradescope
- Grades must be manually inputted into CourseLink	- Grades can be immediately transferred to CourseLink

# 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

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# GRADESCOPE SUPPORT

- Technical Support for Gradescope is available via CourseLink Support
  - X.56939 or [courselink@uoguelph.ca](mailto: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](mailto:insttech@uoguelph.ca)
- Online Support Resources
  - [OpenEd Gradescope Support for Instructors](#)
  - [Gradescope's Help Centre](#)
  - [Past session recordings and upcoming sessions](#)

## REFERENCES

- Anstey, Lauren and Watson, Gavan. (2018). "A rubric for evaluating e-learning tools in higher education". <https://er.educause.edu/articles/2018/9/a-rubric-for-evaluating-e-learning-tools-in-higher-education>
- Bachman, Lyle F. (2013). "Ongoing challenges in language assessment". *The companion to language assessment*. [https://www.researchgate.net/publication/316148718\\_Ongoing\\_Challenges\\_in\\_Language\\_Assessment](https://www.researchgate.net/publication/316148718_Ongoing_Challenges_in_Language_Assessment)
- Council of Europe. (2022). "Self-assessment grids (CEFR)". <https://www.coe.int/en/web/portfolio/self-assessment-grid>

# QUESTION & ANSWER PERIOD

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