Structured Survey: Scoring/Grading Practices in Formative Assessment

# Section 1: General Grading Practices

1. How often do you assign scores to formative assessments?

* ☐ Always
* ☐ Often
* ☐ Sometimes
* ☐ Rarely
* ☐ Never

Justification: Regular scoring in formative assessments can provide students with timely feedback, enhancing their learning process. However, overemphasis on scoring may shift focus from learning to performance. Balancing scoring frequency is crucial to maintain the formative purpose of assessments.

Reference: Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self‐regulated learning: A model and seven principles of good feedback practice. \*Studies in Higher Education\*, 31(2), 199–218. https://doi.org/10.1080/03075070600572090

1. Do you use a rubric or pre-defined criteria when scoring formative assessments?

* ☐ Yes, always
* ☐ Yes, sometimes
* ☐ No

Justification: Utilizing rubrics ensures transparency and consistency in grading, providing clear expectations and structured feedback to students.

Reference: Reddy, Y. M., & Andrade, H. (2010). A review of rubric use in higher education. \*Assessment & Evaluation in Higher Education\*, 35(4), 435–448. https://doi.org/10.1080/02602930902862859

1. Do students see the grading criteria before completing the formative tasks?

* ☐ Yes
* ☐ No
* ☐ Sometimes

Justification: Sharing grading criteria beforehand promotes transparency, allowing students to understand assessment expectations and align their efforts accordingly.

Reference: Andrade, H., & Du, Y. (2005). Student perspectives on rubric-referenced assessment. \*Practical Assessment, Research & Evaluation\*, 10(3), 1–11. https://doi.org/10.7275/0c0g-mz52

1. Briefly describe your usual approach to grading formative assessments. (Open-ended)