

Designing Sound Scoring Criteria for Assessing Student Performance

Michael S. Trevisan

Educational Leadership and Counseling Psychology

Washington State University

Denny C. Davis

Engineering and Architecture

Washington State University

Dale E. Calkins

Mechanical Engineering

University of Washington

Kenneth L. Gentili

Physics and Engineering

Tacoma Community College

Abstract

Assessment of student performance has become a fundamental aspect of teaching and learning, and a key task for engineering educators under new ABET engineering accreditation requirements. Assessment of performance also provides new challenges for many faculty. The purpose of this paper is to fill a void in the literature and assist faculty to meet part of the performance assessment development challenge. Specifically, this paper focuses on a critical feature of performance assessment -- the development of scoring criteria. Straightforward guidelines for designing scoring criteria are provided, from recent project experiences of the authors. Sample scoring criteria are also provided along with a concrete project example illustrating the development process in an engineering education context.

Full Text Reference

Trevisan, M.S., D.C. Davis, D.E. Calkins, and K.L. Gentili. 1999. "Designing Sound Scoring Criteria for Assessing Student Performance," *Journal of Engineering Education (January)*:79-85.