

# Assessment checklist for teacher: quality and achievement criteria for student's work

*Thinks to look at in student's work and products – to be able to help the student and to aid in possible grading (perhaps in the future, in some units). This just a short checklist to help the teacher to focus on essentials and does not include all issues. Note that these lists or their personal must not contain requirements for students that have not been described in students' instructions. The list has been created in InnoPilotti project in university collaboration.*

## Work products

### Project plan

- The plan has proper content and it is clear that the team has thought about issues.
- There is a clear plan in the document that shows how the team will proceed.
- Your student's viewpoint is presented.
- The risks and uncertainties presented have been thought about – no copy-paste.
- The teachers have had an opportunity to participate in the project plan review meeting and to comment the plan.

### Blog posts

- Each team member has written a necessary amount of blog posts.
- The posts contain the required information (see the blog post instructions), including working hours.
- Blog really aim to tell how the work proceeds, not hiding issues. Blogs tell about problems too, not just work or success.
- Blogs are public, posted on Demola's site.

### Pitches

- Pitches follow the NABC method and the method's ideas have been understood.
- Pitches show concentration on unique issues, understanding of the product/service, show motivation and aim to share understanding.
- All students have some role in pitches.

### Demos

- The demos clearly present the issue at hand and the main unique elements in the demoed solution.
- The demos have been implemented with appropriate techniques
- Each demo has a clear purpose – to test ideas or (the last one) to show the final "solution".

- Quality of demos has improved during the process.
- There are evidence (in project documentation) that the ideas that the demo is based on, are validated in some way suitable to the project.

### Final report

- The report has proper content – the purpose of the various chapters has been understood.
- It is clear by the report what the team has done and what the end result is.
- If the project has been problematic, the problems are described.
- The teachers have had an opportunity to participate in the final report review meeting and to comment the report.

## Student's working in the project

### General

- The student has applied her/his unique know-how when there has been an opportunity for that.
  - For example M.Sc. students have utilised their technical skills, usability experts have help the team understand the product's / service's users – yet, in flexible ways and dynamic team roles.
- The student has bought a clear input, value, to the team. This should show in blog posts, final report. Not just numbers but description of having done something concrete.
- The student has done a required amount of work. The nature of the project should be considered here, but all students should do work in the team outside their special competence area (for example, graphic design students should do things other than designing when they have time).

### Reviews and working with teacher

- The student has carried out her/his role in the reviews in good manner (remembering that reviews are not a key skill for many students).
- The student has ensured that her/his teacher has got all the materials (plans, reports, blog posts) and has been provided an opportunity to join the review meetings.

### Learning

- Demola is all about learning new things. Has the student used all opportunities to learn? Has she/he learned of the important issues – multicultural project work, demo creation etc... (check the learning goals).

- We need to look into the many ways a person works in a team. Giving "outputs" of the skills related to her/his major studies is just one aspect of the whole. We need to, for example, see how a student makes other better, makes others in the team more capable and motivated and generally works as inseparable part of the team. Successes are built on that.
- We still need better understanding of all the success factors and elements of innovative work in teams. Each teacher must understand the limitations of her/his own understanding of these issues and be careful in the grading. This is one reason why all universities do not give grades at all - the course is just passed.
- Yet, all courses have learning goals. Those form a "contract" between students and universities and all activities must support those and any grading must take all goals into account in some way, but not all in a similar way.

### Notes to teachers

Use lists like this in a proactive manner – to help your students along the way, when you see a need for that. Learning is the most important goal here, not assessment.

### Some guiding principles for grading students – things for teachers to think about carefully

This is just a memo about approaches to grading that the InnoPilotti consortium wishes to share.

- The students participating in Demola are not common, but especially interested in innovation. Therefore the grading should not follow any typical curve. It should be expected that the medium grade is higher than in most other courses.
- One strategy may be to place the expected grade to 4 (out of five) and points are reduced from that or added to that if there is good evidence on deficiencies or excellent performances in some areas of activity or competence.
- The grading must be holistic. Innovation activities are holistic and grading must support that. It would be a big error to concentrate on "errors" - they very much belong to a work of this kind. Without errors the activity is too much controlled and there will usually be no real innovation either.
- **This is absolutely critical: Grading principles must be transparent, clear to everyone, justified and fair to students.**
- Formulation of grading principles is difficult and dangerous. That is why we sometimes must use simplistic metrics and principles that may neglect some important issues.
- We must look into innovation capability and not amount of work. The society needs "fast geniuses" and all educational activities and their motivational systems must support that. We definitely must not give penalties for someone for doing things fast and then taking it easier for a while. Innovation requires that too.