Holy Sheet! Using Forms, Sheets, and Rubrics to Streamline Grading and Feedback

Jon Novick
Google Forms

- Make sure to include student email or username
  - You can make a dropdown list of your student/class

[Link to Form]
Google Forms Cont.

- Enter your scores as numbers
  - Use Textbox if you want to add descriptions of each score

Criterion A: Knowledge and Understanding

- How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered?

Mark Description

0 Marks - The work does not reach a standard described by the descriptors.
1 Marks - There is some knowledge but virtually no understanding of the part 3 works in relation to the question answered.
2 Marks - There is mostly adequate knowledge and some superficial understanding of the part 3 works in relation to the question answered.
3 Marks - There is adequate knowledge and understanding of the part 3 works in relation to the question answered.
4 Marks - There is good knowledge and understanding of the part 3 works in relation to the question answered.
5 Marks - There is perceptive knowledge and understanding of the part 3 works in relation to the question answered.

Mark *

- 0
- 1
- 2
- 3
- 4
- 5
You can add comments for each scoring criteria, overall, or both.
○ Use paragraph text question type
Google Forms Cont.

- After you are happy with your form you need to make a spreadsheet for your Form.
Google Docs Template

- You can build your rubric anyway you want
  - Use << >> to add your variables
    - <<example>>

---

**HL External Assessment Criteria- Paper 2: Essay**

<table>
<thead>
<tr>
<th>Criterion A: Knowledge and Understanding</th>
<th>0 Marks</th>
<th>1 Marks</th>
<th>2 Marks</th>
<th>3 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered?</td>
<td>The work does not reach a standard described by the descriptors.</td>
<td>There is some knowledge but virtually no understanding of the part 3 works in relation to the question answered.</td>
<td>There is mostly adequate knowledge and some superficial understanding of the part 3 works in relation to the question answered.</td>
<td>There is adequate knowledge and understanding of the part 3 works in relation to the question answered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria Marks:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;&lt;marks&gt;&gt;</td>
<td>&lt;&lt;comments&gt;&gt;</td>
</tr>
</tbody>
</table>

**Criterion B: Response to the Question**

- How well has the student understood the specific demands of the question?
- To what extent has the student responded to these demands?
- How well have the works been compared and contrasted in relation to the demands of the question?

<table>
<thead>
<tr>
<th>0 Marks</th>
<th>1 Marks</th>
<th>2 Marks</th>
<th>3 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work does not reach a standard described by the descriptors.</td>
<td>The student shows little awareness of the main implications of the question, and ideas are mainly irrelevant and/or insignificant. There is little meaningful comparison of the works used in relation to the question.</td>
<td>The student responds to some of the main implications of the question with some relevant ideas. There is a superficial attempt to compare the works used in relation to the question.</td>
<td>The student responds to most of the main implications of the question with consistently relevant ideas. There is adequate comparison of the works used in relation to the question.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria Marks:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;&lt;marks&gt;&gt;</td>
<td>&lt;&lt;comments&gt;&gt;</td>
</tr>
</tbody>
</table>

**Criterion C: Appreciation of the Literary Conventions of the Genre**

- To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used?

<table>
<thead>
<tr>
<th>0 Marks</th>
<th>1 Marks</th>
<th>2 Marks</th>
<th>3 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work does not reach a standard described by the descriptors.</td>
<td>Some literary conventions are identified but there is limited development relevant to the question and/or the works used.</td>
<td>Examples of literary conventions are sometimes correctly identified and developed, with some relevance to the question and the works used.</td>
<td>Examples of literary conventions are satisfactorily identified and developed, with relevance to the question and the works used.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria Marks:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;&lt;marks&gt;&gt;</td>
<td>&lt;&lt;comments&gt;&gt;</td>
</tr>
</tbody>
</table>

---

[Link to Doc](#)
You can do math with sheets
  - Like totalling scores

---

**Google Docs Template Cont.**

<table>
<thead>
<tr>
<th>Mark: &lt;&lt;markd&gt;&gt;</th>
<th>Comments: &lt;&lt;commentsd&gt;&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion E: Language</strong></td>
<td></td>
</tr>
<tr>
<td>• How clear, varied and accurate is the language?</td>
<td></td>
</tr>
<tr>
<td>• How appropriate is the choice of register, style and terminology? (&quot;Register&quot; refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)</td>
<td></td>
</tr>
<tr>
<td>0 Marks</td>
<td>1 Marks</td>
</tr>
<tr>
<td>The work does not reach a standard described by the descriptors.</td>
<td>Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark: &lt;&lt;marke&gt;&gt;</th>
<th>Comments: &lt;&lt;commentse&gt;&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score:</strong> &lt;&lt;score&gt;&gt;/25</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Comments:** <<commento>>
Google Sheets

- Add a second sheet for doing all the work

[Link to Sheet]
Google Sheets Cont.

- Title each of the columns with your variables
- Use query function to bring data from Forms Responses sheet

=QUERY('Form Responses 1'!A3:M)

<table>
<thead>
<tr>
<th>timestamp</th>
<th>name</th>
<th>marka</th>
<th>commenta</th>
<th>markb</th>
<th>commentb</th>
<th>markc</th>
<th>commentc</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/4/2018 12:46:2</td>
<td><a href="mailto:novickj@clarke.k">novickj@clarke.k</a></td>
<td></td>
<td>4</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6/4/2018 13:13:2</td>
<td><a href="mailto:novickj@clarke.k">novickj@clarke.k</a></td>
<td></td>
<td>3</td>
<td></td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>6/4/2018 13:21:1</td>
<td><a href="mailto:novickj@clarke.k">novickj@clarke.k</a></td>
<td></td>
<td>5</td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Google Sheets Cont.

- Use Sum function to tally the scores
  - Autofill this down to have it automatically calculate each new entry
AutoCrat

- If you don't already have AutoCrat add it from the add-ons
  - Direct Link
AutoCrat Cont.

- Click “New Job”
AutoCrat Cont.

- Give your job a name

![AutoCrat Application Screen](image)
AutoCrat Cont.

- Pick your template you made
AutoCrat Cont.

- Assign your variables
  - If you labeled your columns with your variables this will autofill
  - Make sure to select your math sheet as the “Merge tab”
AutoCrat Cont.

- Name your files
  - You can use variables in the names
- Select file type
  - Docs if you want students to be able to edit the document
  - Pdf if you want to have a document that students cannot edit.
AutoCrat Cont.

- Pick a folder to store your documents as they are created.
  - Skip dynamic reference folder
AutoCrat Cont.

- Add a merge condition
  - Timestamp and “NOT NULL” will be best for autosending as results are submitted
AutoCrat Cont.

- Share document
- Edit the email message
  - You can use variables
- Email Send To is the reason we used email address for entering student name
AutoCrat Cont.

- Set job triggers
  - Form trigger will send as soon as it is submitted
  - Time trigger will run at a scheduled time of day
- If you submit all results first you can pick form trigger and just hit run after you hit save
  - Will send to all responses you already have in
Thank You


novickj@clarke.k12.va.us