**The Chocolate Chip Cookie exercise**

*After the red line, from there on, you are no longer a teacher of the University of Twente. you've become a freshman teacher at a bakery school.*

*And you're an expert at making cookies, especially chocolate chip cookies. For this assignment we will use 'making chocolate chip cookies' as the topic. This topic may seem kind of simple. But you will notice in due time that all what is relevant for assessing assignments, will be discussed and dealt with. And it will turn out that what seems a simple subject, will be not so simple at all. We like to invite and challenge you to make the transfer from this assignment and what will be discussed during our online meeting, to your own assessment practice.*

So, you are the teacher of the course: <u>Making perfect chocolate chip cookies</u>. At the end of your course, students must demonstrate their ability to put what they have learned into practice and bake chocolate chip cookies of good quality. Below you will find a description of the assignment for the students and the way the assessment will take place.

**Learning objective**: the students (Bakery school) are able to make good quality and appealing round chocolate chip cookies for adults.
**Student assignment:** bake 30 chocolate chip cookies for adults with a diameter of about 4 cm. You make your own recipe. You are free to choose the ingredients and buy them. The total cost may not exceed 10 euros.
**Assessment:** the quality of the cookies will be judged on [*date/time*]. The assessors will be your teacher, one of your peers, Chef Baker Rosa Glaze (winner of the Best Cookie Twente award 2019). Show your cookies on the table assigned to you. You can use the available tableware. Have your recipe and grocery list with prices available. Be prepared to give and explanation if asked for by an assessor. The assessors will use a rubric for the assessment. You will receive oral feedback during the assessment and, together with your grade, afterwards in written form.

**Exercise 1) Choose 5 criteria (the most important ones) to assess the results of this assignment. Describe them below.**
**It may help to use the sentence:** *The assessment will be based on the degree to which the student can… // or the degree in which the cookie is …..*

 **Question: Are there any requirements or acceptability conditions that students must meet?**

**The cookies will <u>not</u> be assessed if: _____**

**Exercise 2)** <span style="color:red">If you're not familiar with rubrics, watch first the video on the Canvas site about rubrics.</span>

**Fill in the rubric cells in the table below. Normally for a rubric you will fill in the table for all the criteria. For this exercise, fill in the table at least for one criterion, preferably a challenging one.**

| Criteria | Scale | | | |
|---|---|---|---|---|
| | Insufficient  1 | Sufficient  2 | Good  3 | Excellent  4 |
| 1) | | | | |
| 2) | | | | |
| 3) | | | | |

**2b) Question: If it was up to you, what kind of scale would you use or prefer?  What words would you use? Would you work with another scoring system?**

 **Answer: …**

# Exercise 3 - Grading

**A) Decide: are all criteria just as important? Provide weights if you think it necessary (see in the table below, the yellow line).**

**B) Choose a method to calculate the grades (grades: 1 - 10). What is the cutting score (the boundary between pass and fail; the score for which the students receive a 5.5)? Describe your method below and explain.**

**C) Fill in the grades for each of the students or at least for one of the students as an example.**

*Tip: this system can help you to determine the grades without having to calculate: http://omzettingstabel.faistos.nl/*

| Cookies of… | Scores | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | Criterion 1 Range 1-4 | Criterion 2 Range 1-4 | Criterion 3 Range 1-4 | Criterion 4 Range 1-4 | Criterion 5 Range 1-4 | Score total | Grades 1-10 |
| **Weight** | | | | | | | |
| Student A | 1 | 1 | 2 | 2 | 1 | | |
| Student B | 4 | 4 | 4 | 4 | 1 | | |
| Student C | 2 | 2 | 3 | 2 | 1 | | |
| Student D | 4 | 3 | 4 | 3 | 2 | | |
| Student E | 1 | 2 | 4 | 4 | 1 | | |
| Student F | 1 | 3 | 3 | 3 | 1 | | |
| Total | 13 | 15 | 20 | 18 | 7 | | |

# Exercise 4 – Student results and test analysis

4.1) **Students results**. Suppose it was a group of 50 students. 40 students got a 5.5 or higher, but no one higher than 8.2. What would your thoughts be?
What if 95% of the students passed. The lowest grade was a 7.5 and 40% had a 9 or higher. What would your thoughts be?
What kind of grade distribution would you expect? When would you feel alarmed?

4.2 **Test analysis**. Looking at the scores for each of the criteria in the table below. What stands out? What would worry you (if anything)? What would please you (if anything)? Relating this table to your own 5 criteria: what could have happened? Would you, as a teacher, take action?

*Item Difficulty: P value. P-value = mean score of the group / maximum possible score. Impression of how well the group performed.*

| Cookies of… | Scores | | | | | Score total | Grades 1-10 |
|---|---|---|---|---|---|---|---|
| | Criterion 1 Range 1-4 | Criterion 2 Range 1-4 | Criterion 3 Range 1-4 | Criterion 4 Range 1-4 | Criterion 5 Range 1-4 | | |
| Student A | 1 | 1 | 2 | 2 | 1 | | |
| Student B | 4 | 4 | 4 | 4 | 1 | | |
| Student C | 2 | 2 | 3 | 2 | 1 | | |
| Student D | 4 | 3 | 4 | 3 | 2 | | |
| Student E | 1 | 2 | 4 | 4 | 1 | | |
| Student F | 1 | 3 | 3 | 3 | 1 | | |
| Total | 13 | 15 | 20 | 18 | 7 | | |
| P-value | 0.54 | 0.63 | 0.83 | 0.75 | 0.29 | | |