Grading Checklist
Learning Assessment #1 – Plate Tectonics
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Learning assessments are graded using a checklist-style rubric. This checklist is a more detailed, expanded version of the checklist that is provided to students with the assignment. During the review class, graded assignments are returned with the checklist attached.

The purpose of the checklist is to clearly and concisely show students where they lost marks on the assignment and why. When students are reviewing their work they initially focus on the areas they got incorrect as identified on the checklist.

The checklists help to ensure that grading is transparent to the students. They also help maintain consistency amongst graders, which may be a challenge in large courses with multiple instructors/teaching assistants marking the same assignment.

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Learning Assessment #1 (Plate Tectonics) GRADING CHECKLIST

PART 1 (Total /40)

Tectonic plates labelled (4)
___ Pacific Plate (1)
___ Nazca Plate (1)
___ South American Plate (1)
___ African Plate (1)

Tectonic plate direction indicated (4)
___ Pacific Plate (1)
___ Nazca Plate (1)
___ South American Plate (1)
___ African Plate (1)

Crust, mantle, lithosphere (14)
___ continental crust drawn where appropriate (x2)
___ oceanic crust drawn where appropriate (x4)
___ relative thicknesses of crust are properly drawn at both locations (X2)
___ lithospheric mantle indicated (x4)
___ asthenosphere indicated (x2)

Plate Geometries (3)
___ tectonic plates are drawn with correct angles (x2)
___ subduction zone labelled (1)

Ocean features (3)
___ trench(es) are identified (1)
___ mid-ocean ridge(s) are identified (x2)

Earthquakes (4)
___ earthquake activity is labelled in all appropriate locations
- at mid ocean ridges (0.5 each = 1)
- along subducting plate (x2)
- around volcanic arc (1)

Volcanoes (7)
___ all areas of melting are properly indicated (x3)
___ volcanic arc is labelled (1)
___ all areas of volcanic activity labelled (x3)

PART 2 (Total /6)

Q1. Evidence of plate boundaries (6)
___ Evidence for divergent plate boundary is given
   (i.e. citing reference maps and figures) (x3)
___ Evidence for convergent boundary is given (i.e. citing/using reference maps and figures) (x3)

BONUS

Q2. What would happen if….. (2)
___ Description/explanation of what would happen to oceanic crust in the Atlantic, and why
___ Description/explanation of what would happen to continents, and why

TOTAL (/46):

Comments

Speta et al. (2011)