



LingroToGo in the Classroom

Assigning Grades: Overview of Ideas



Turning Gameplay into a Grade

LingroToGo is a proficiency-based, functionally organized mobile application and does not assign letter grades or numerical percentages to learner gameplay. There are many circumstances in which gradeless, proficiency-based education is an impactful, viable, and exciting model of assessment. However, due to system needs and expectations, most instructors are required to grade students, and students are required to earn grades through coursework.

The *LingroToGo in the Classroom* packet contains a host of ideas for approaching gameplay and grades. You can draw on the reward systems within the app itself, use the tools shared in this and the other guides, apply assessment techniques common to the field of second language teaching and learning, and use your own resources and experiences to craft systems that map gameplay and associated activities onto letter grades or percentages.

This guide focuses specifically on several grading strategies.

Credit for *LingroToGo* Activities

In several of the guides in this packet, we offer activities and tasks to reinforce learners' use of *LingroToGo*. In *Scaffolding Thinking Routines*, learners draft invitations on a social media platform in response to a video and discussion. In *Learning Log/Journal*, learners make entries in a provided learning log. In *Function-Based Lesson Plan*, pairs of learners engage in role play and complete a reflection worksheet that build on *LingroToGo* content. In *Open-Ended Questions*, learners respond in writing to one or more questions you pose following a video on language pragmatics.

Any of these activities or products can be graded as you would other assignments. Some grading options are credit/no credit, holistic grading, and use of a trait rubric.

Credit/No Credit

The importance of some activities is whether they are done or not. The focus is not on the content or even the quality from one completed assignment to another. In these cases, you can simply give credit for completed work, often in the form of points, calculated to make up a percentage of a student's total possible points for the course. For example, a completed learning log may be worth 5 points. You may choose to scale your assessments; for example, you might award 4 out of 5 points for a learning log that is missing one minor component.

Holistic Grades

Open-ended assignments, such as written responses to open-ended questions or student reflection on a gaming experience, may be graded holistically. You may choose to award a thoughtfully written piece an A or 5 of 5 points, for example. A complete written piece with some insightful observations but superficial comments in other places might earn a B or 4 of 5 points.

Scoring Rubrics

For some activities, students may find holistic grades uninformative, and you might sometimes struggle to decide what is A work and what is B work or to defend your decision. A rubric can provide you with a clear grading template and your students with guidance and helpful feedback. A good rubric subdivides a task or product into meaningful components, clearly stating the desired outcome for each. Rubrics are especially useful for task-based activities and products, such as the social media invitation activity included in the *Scaffolding Thinking Routines* guide. Here is an example of what a rubric for that task might look like:

Goal for task	incomplete	needs revision	mastery
essential information provided	some information is missing	information is provided, but not entirely clear	event title, date/time, and address included and clear
pragmatic conventions followed	end time included for unclear reason		choice to omit or include end time is clear
writing conventions followed	Spanish conventions not followed	minor errors following Spanish conventions	written using Spanish conventions
event sounds appealing	very limited or missing event description	description is somewhat unclear or limited	fun-sounding activity with appealing description
visually attractive	no graphic elements or attention to layout	visual appeal can be improved with a few modifications	layout and graphic elements appeal to recipients

In the above rubric, you might award 2 points for each goal in the mastery column, 1 point for each goal in the needs revision column, and 0 for each incomplete goal, for a possible total of 10 points.

If you present the rubric to your class at the beginning of the activity, students will have a clear idea of the expectations for the assignment. For more learner ownership and awareness, ask students to help you build the rubric, so that you all agree on the essential components of the task.

Using In-Game Rewards for Grading

LingroToGo, like many games, rewards players for their time playing and their mastery of tasks. In-game rewards are experience points (XP), badges, and coins.

- XP are earned as a reward for completing certain tasks within the app and can then be used to 'level up' within the framework of the app. Students may earn XP by watching instructional videos and successfully completing games. The better a student performs on the games, the more the XP they earn.
- Badges (bronze, silver, and gold) are awarded for each game based on performance and serve as a visual progress report of which games the student has successfully completed. Students may choose to play any game as many times as they wish. They can advance to higher level reward badges based on improved performance.
- Coins are earned based on learners' performance in the games (with extra bonuses for streaks, beating the clock, etc.). Coins can be used to unlock additional learning areas and new games. If students wish to advance at a faster rate or unlock specific content, they have the option of purchasing coin packs with real money.

Both XP and badges can be used to assign a grade. XP measure a combination of time on task and performance, while badges reflect mastery/proficiency. For specific ideas on using these rewards to assign grades, see *Quick Counts for Accountability* in this set of guides. However, we do not recommend using coins for assigning grades for gameplay because students may "spend" coins to unlock features (thus, fewer coins may actually indicate more gameplay and learning) or they may choose to purchase coins (thus, more coins may not be from successful gameplay).



**Center for Applied Second Language Studies
(CASLS)**

**5290 University of Oregon
Eugene, OR 97403-5290**

**casls.uoregon.edu
(541) 346-5699 | info@uoregon.edu**

 facebook.com/casls.nflrc

 [@casls_nflrc](https://twitter.com/casls_nflrc)

 [casls_nflrc](https://instagram.com/casls_nflrc)