

# Grading Can Become a Learning Opportunity

## Session 6

Reading prior to class session:

*A Roadmap for Equitable Grades.* Esther Ntuli and Shu-Yuan Lin, ASCD

**How does a grade motivate us?**

- What has your personal experience been with grading?
- When did it become useful or productive feedback? Why?
- How could you know students passed your class, without grading them?

**Alternative grading: Design a quality assignment.**

<b>Time</b>	More time is allowed for the completion of the assignment without penalty.	<ol style="list-style-type: none"> <li>1. Students must show that they have begun the work on the initial due date.</li> <li>2. Review material and confirm expectations.</li> <li>3. Designate an agreed upon due date.</li> </ol>
<b>Segment Points</b>	Break the total points down into segments.	<ol style="list-style-type: none"> <li>1. For a 10-point assignment there may be three or four segments that could be completed independently.</li> <li>2. A rubric would be helpful for this task.</li> </ol>
<b>Multiple Trials</b>	<p>Students may turn in their best product, more than once.</p> <p>After grading, they may use the feedback and attempt to improve their work. Little no credit will be lost.</p>	<ol style="list-style-type: none"> <li>1. On the original due date, the student turns in what has been completed.</li> <li>2. Teacher evaluates the product and provides feedback as to what is correct and what needs more attention.</li> <li>3. Develop new goals together.</li> <li>4. Student then attempts to improve their work for a final grading.</li> </ol>
<b>Segment long range assignments</b>	Large reports May be segmented into specific sections and graded separately.	<ol style="list-style-type: none"> <li>1. Sections maybe known as: The title page, The table of contents, The introduction, The body of contents, the reference page, and other resources.</li> <li>2. A detailed rubric is critical for this kind of assignment.</li> <li>3. Develop new goals together.</li> </ol>

		4.
<b>Partner</b>	Students may begin their independent work, then have a planned session to review their work with a peer, then turn in for final grading.	<ol style="list-style-type: none"> <li>1. Students need to attempt their best work.</li> <li>2. A planned Session with a peer offers discussion and correction for the assignment.</li> <li>3. Student and finishes their work for teacher evaluation.</li> </ol>
<b>Model Example</b>	Provide a model of the assignment that It Is desired.	<ol style="list-style-type: none"> <li>1. When the teacher addresses the assignment, they review a model demonstration of the work.</li> <li>2. This model is used as a guideline for the student's work.</li> <li>3. Develop new goals together.</li> </ol>
<b>Independent discussion sessions</b>	For long range projects, Special Discussion sessions Can be scheduled.	<ol style="list-style-type: none"> <li>1. Scheduled discussion sessions during class time or study period can be arranged.</li> <li>2. The student comes prepared with specific questions, as both teacher and student review the work.</li> <li>3. Develop new goals together.</li> </ol>
<i>List your idea</i>		

What will you use in class?