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 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.

| Time                              | More time is allowed for the completion of the assignment without penalty. | 1. Students must show that they have begun the work on the initial due date.  
|                                  |                                                                          | 2. Review material and confirm expectations.  
|                                  |                                                                          | 3. Designate an agreed upon due date. |
| Segment Points                   | Break the total points down into segments.                              | 1. For a 10-point assignment there may be three or four segments that could be completed independently.  
|                                  |                                                                          | 2. A rubric would be helpful for this task. |
| Multiple Trials                  | Students may turn in their best product, more than once.                | 1. On the original due date, the student turns in what has been completed.  
|                                  | After grading, they may use the feedback and attempt to improve their work. Little no credit will be lost. | 2. Teacher evaluates the product and provides feedback as to what is correct and what needs more attention.  
|                                  |                                                                          | 3. Develop new goals together.  
| Segment long range assignments   | Large reports may be segmented into specific sections and graded separately. | 1. Sections may be known as: The title page, The table of contents, The introduction, The body of contents, the reference page and other resources.  
|                                  |                                                                          | 2. A detailed rubric is critical for this kind of assignment.  
|                                  |                                                                          | 3. Develop new goals together. |
| Partner | Students may begin their independent work, then have a planned session to review their work with a peer, then turn in for final grading. | 1. Students need to attempt their best work.  
2. A planned Session with a peer offers discussion and correction for the assignment.  
3. Student and finishes their work for teacher evaluation. |
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| Model Example | Provide a model of the assignment that It Is desired. | 1. When the teacher addresses the assignment, they review a model demonstration of the work.  
2. This model is used as a guideline for the student’s work.  
3. Develop new goals together. |
| Independent discussion sessions | For long range projects, Special Discussion sessions Can be scheduled. | 1. Scheduled discussion sessions during class time or study period can be arranged.  
2. The student comes prepared with specific questions, as both teacher and student review the work.  
3. Develop new goals together. |

What will you use in class?

List your idea