# Activity:

Jot down the most important things you want your course grading system to accomplish, for yourself and for your students, maybe using the following outline or devise one of your own:

1. In this course, I want to allow good work in one area to compensate for poor work in another area.

\_\_\_\_ Yes (relates to the Accumulated Points model)

\_\_\_\_ No (relates to the Definitional Model)

\_\_\_\_ To some extent (relates to the Weighted Averages Model)

1. The work in this course is:

\_\_\_\_ Developmental: what the student achieves by the end is more important than early failures or slow starts (consider developmental approaches)

\_\_\_\_ Unit based: each unit is important; not highly cumulative; no final exam or project that measures students’ total achievement (consider unit based approaches)

1. My students are most motivated by a grading system that:

\_\_\_\_ Gives early, firm grades and rewards strong work no matter where it appears in the semester (unit based approach)

\_\_\_\_ Allows early failure and slow starts (developmental approach)

\_\_\_\_ Allows a lot of individual flexibility, student choice, student participation in expectations (contract approach)

**Effective Grading Considerations**

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| **General Strategies** | **🗹 Notes** |
| *Grade based on academic performance*  |  |
| *Limit/eliminate grades for classroom behavior, attendance, attitude* |  |
| *Inform students in writing and verbally on first day (then try not to overemphasize)* |  |
| *Keep students informed of progress throughout the semester (point totals rather than letter grades), no surprises…* |  |
| **Minimize Complaints** | **🗹 Notes** |
| *Clearly state grading procedures in syllabus and go over it in class* |  |
| *Set policies on late work* |  |
| *Avoid modifying the grading policy during the term* |  |
| *Provide enough opportunities for students to show you what they know, more than 2 or three total grades for the final course grade* |  |
| *Deal directly with students who are upset about their grade* |  |
| *Keep accurate records of students’ grades (Canvas)* |  |
| **Effective use of grading tactics** | **🗹 Notes** |
| *Return 1st graded assignment or test before add/drop deadline* |  |
| *Record results numerically rather than as letter grades when possible* |  |
| *Give students a chance to improve their grades by rewriting their papers* |  |
| *If many do poorly on an exam, consider scheduling another on the same material a week or so later* |  |
| **Evaluating your grading policies** | **🗹 Notes** |
| *Compare grade distributions with those for similar courses in your department* |  |
| *Ask students about your grading policies on end-of-course questionnaires:* to what extent were grading procedures for the course fair? Where they clearly explained? Did you receive adequate feedback on your performance? |  |