Exploring different approaches to grading

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Fairness in grading

Overview:

- Student perspective – setting up & explaining grading structure to students
- Teacher perspective – being systematic & transparent
- Approaches to grading
- Questions & Answers
Student Perspective: Grading Structure

Assignments: 30%  300  8 x 37.5
Research Paper: 30%  300  50+50+100+100
Midterm Exam: 15%  150  150
Final Exam: 15%  150  150
Attendance, participation: 10%  100  15 x 6.66

TOTAL  100%  1000

A  100% - 92.49%  C  69.49%
A-  89.49%  C-  66.49%
B+  82.49%  D+  63.49%
B   79.49%  D   59.49%
B-  76.49%  D-  56.49%
C+  72.49%  F  56 % - 0 %
Teacher’s Perspective:

- Transparency: Tests, assignments, and grades shouldn’t be a mystery
- Clarify:
  - What the grading system is and how it works
  - What it is you are testing and why

- Set expectations:
  - Provide study guides, rubrics, samples
  - Provide time to ask questions before a test
  - Avoid surprises – the goal is see what students have learned, not trick them

- Provide feedback
  - Use the Laulima Gradebook
Teacher’s Perspective:

- Systematic in how we assign scores

Reliability

- Consistency and objectivity
  - Assigning scores
  - Providing feedback
- Particularly important when scoring performances
  - Presentations
  - Papers
  - Discussions
  - Homework
  - Participation
  - Tests & Quizzes
- Performances – Rubric or Checklist
  - Description of performance features (levels, category, requirement)
# Sample Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Demonstrated a high level of knowledge of the topic by expressing 3 main ideas or themes with at least 2 supporting details for each. Able to give definitions or examples of difficult or new ideas in complete sentences with 80% accuracy. Related materials to outside of class context.</td>
<td>Demonstrated familiarity with the topic by expressing 2 main ideas or themes with at least 1 supporting detail for each. Able to give short definitions or examples of difficult or new ideas with 70% accuracy.</td>
<td>Demonstrated basic knowledge of the topic by expressing 1 main idea or theme with 1 supporting details. Definitions or examples provided in single word or short phrase answers with 65% accuracy.</td>
<td>Demonstrated no familiarity with the topic, unable to express main ideas or details. No details or definitions provided.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Identified and analyzed main themes and ideas, providing an original idea or opinion, supported by facts or examples. Included implications and consideration of alternate points of view.</td>
<td>Identified and analyzed one main theme or idea, providing ideas or opinions, supported by facts or examples, including implications or considerations of alternate points of view.</td>
<td>Identified and analyzed one main theme or idea, providing opinion or ideas, without examples. Did not consider implications or alternate points of view.</td>
<td>Did not analyze main ideas or themes.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Expressed main ideas with a clear introduction that included a definition or explanation of the topic, a body that contained explanations of 3 or more relevant ideas or themes, and an original conclusion expressed in own words.</td>
<td>Included short introduction of at least 1 sentence, a body that introduced at least 2 main ideas without explanation, with or without a conclusion.</td>
<td>No visible organization, lacks introduction, body and conclusion.</td>
<td></td>
</tr>
<tr>
<td><strong>Time Management</strong></td>
<td>Everyone in the group spoke an equal amount of time, finishing within 1 minute of target time.</td>
<td></td>
<td>One or two members dominated the entire discussion while some members did not speak at all. Finished in more than 5 minutes of target time.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score / 13**

**Helpful Resource: Rubistar** ([http://rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php))
### Sample Checklist & Scoring Guide

<table>
<thead>
<tr>
<th>1. Used complete sentences</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Critically analyzed the topic</td>
<td>✓</td>
</tr>
<tr>
<td>3. Cited other research</td>
<td>□</td>
</tr>
<tr>
<td>4. Made eye contact with the audience</td>
<td>✓</td>
</tr>
<tr>
<td>5. Used gestures</td>
<td>✓</td>
</tr>
<tr>
<td>6. Powerpoint included references</td>
<td>□</td>
</tr>
<tr>
<td>7. Spoke for no more than 10 minutes</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Fluency</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Time</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Approaches to grading

Make grading policies (especially attendance) clear on the first day of class.

Grade things as soon as you can.
  ...and return feedback promptly.
  Reliability – score while it’s fresh in your mind.
  Transparency – let learners see how they’re doing and what they need to improve while it’s still relevant.
  ...also saves you from falling behind!
  ...and it can be really informative about what things your students may need more assistance with.

Get feedback from your students.
  Ask them about your grading policy, assignments, feedback, etc.
  Schedule mid-semester conferences, have CTE come to your class, distribute a mid-semester evaluation survey, etc.
Questions?
Thank you

Suggested reading: