Exploring different approaches to grading

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Overview:

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Score</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30%</td>
<td>300</td>
<td>8 x 37.5</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
<td>300</td>
<td>50+50+100+100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Attendance, participation</td>
<td>10%</td>
<td>100</td>
<td>15 x 6.66</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale:**

- **A** 100% - 92.49%
- **A-** 89.49%
- **B+** 82.49%
- **B** 79.49%
- **B-** 76.49%
- **C+** 72.49%
- **C** 69.49%
- **C-** 66.49%
- **D+** 63.49%
- **D** 59.49%
- **D-** 56.49%
- **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></td>
<td>/4</td>
<td></td>
<td></td>
<td></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 of alternate points of view.</td>
<td>Did not analyze main ideas or themes.</td>
</tr>
<tr>
<td></td>
<td>/4</td>
<td></td>
<td></td>
<td></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></td>
<td>/3</td>
<td></td>
<td></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></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>
</tr>
<tr>
<td></td>
<td>/2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Score / 13**

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

| 1. Used complete sentences | ✔ |
| 2. Critically analyzed the topic | ✔ |
| 3. Cited other research | ☐ |
| 4. Made eye contact with the audience | ✔ |
| 5. Used gestures | ✔ |
| 6. Powerpoint included references | ☐ |
| 7. Spoke for no more than 10 minutes | ☐ |

### Content
- **1**
- **2**
- **3**
- **4**

### Analysis
- **1**
- **2**
- **3**
- **4**

### Fluency
- **1**
- **2**
- **3**
- **4**

### Time
- **1**
- **2**
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: