

# Let's Improve Grading!!!

By Angie Nothold  
Suzan Stotts  
Stephanie Stein



# Student Behavior

Consequences of any action must fit the crime.

Misbehaviors of students does not mean that the student cannot achieve at or above expectations in the classroom.

Only student achievement effects the grade!

# Late Work

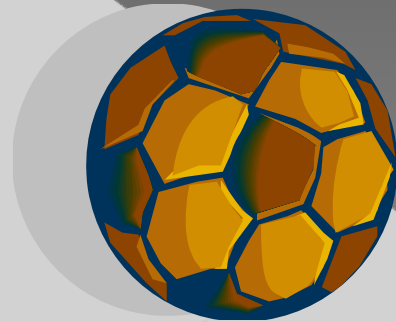
An assignment being late doesn't reduce the quality of work.

Any student not turning in work at the beginning of class will be asked to stay after school for teacher support in completing the work.

# Extra Credit/ Bonus Points

Extra work should be considered practice. Practice helps to insure academic success.

Should athletes be given extra game time for extra time spent practicing?



# Academic Dishonesty

In the case of academic dishonesty, the principal will be notified.

Students will be expected to complete an alternative assignment/test.

Students will also be required to restate the academic dishonesty policy and why they will not be a repeat offender. This will be done in written form.

# Attendance

Attendance should not be incorporated into grade determination.

If the student has more than two excused absences and does not have an "A" in the classroom, they will be required to take the final.

If the student has an unexcused absence they are required to take the final.

# Group Projects

Group scores should not be included in deciding individual achievement.

Have specific jobs for students in each group and do peer evaluations after the project is finished.

The individual grade is weighted more than the group grade.

# Assessment

Don't assess individual grades using a standardized grading system.

Have students create a portfolio to show evidence that they have mastered the standards and learning goals set by the school and teacher.

# Achievement Expectations

Don't assign grades using inappropriate or unclear performance standards.

Provide a clear description of objectives and expectations in the beginning to acquire academic success.

# Central Tendency

Every child learns in a different way and at different rates. It is important to consider individual achievement rather than the mean.

You need to look at the broad spectrum and see how many students are doing poorly and bringing the class mean down. Focus on the individual needs of the students.

# Zero's

A zero suggests that the child isn't capable of the work, which can be far from the truth.

An incomplete means that the work is not complete, which is a more accurate description of the child's performance.

# Types of Assessment

Don't use only formative assessments and practice to determine grades.

Using summative assessment (i.e. portfolios) shows the progress of student achievement over the course of the class.

# Student Comparisons

Students achievement should only be compared to that students previous achievement.

Students should only work toward improving their own performance, without being aware of the performance of other students.

# Summarization of Achievement

Achievement increases with instruction and practice. If not, why are we here?

Students should be given the opportunity to display their practiced work in order to show their highest level of achievement.



# Student Involvement in the Grading Process

In Growing Beyond Grades, an article written in "Association for Supervision and Curriculum Development", students have proven to be honest when they are able to assess their own work. If anything, they are sometimes harder on themselves than the teachers. This gives the teachers a first hand look at their strengths and weaknesses. It also makes them accountable for their own work and the grade that they **EARN**.

Thank you for your time  
and open minds!

