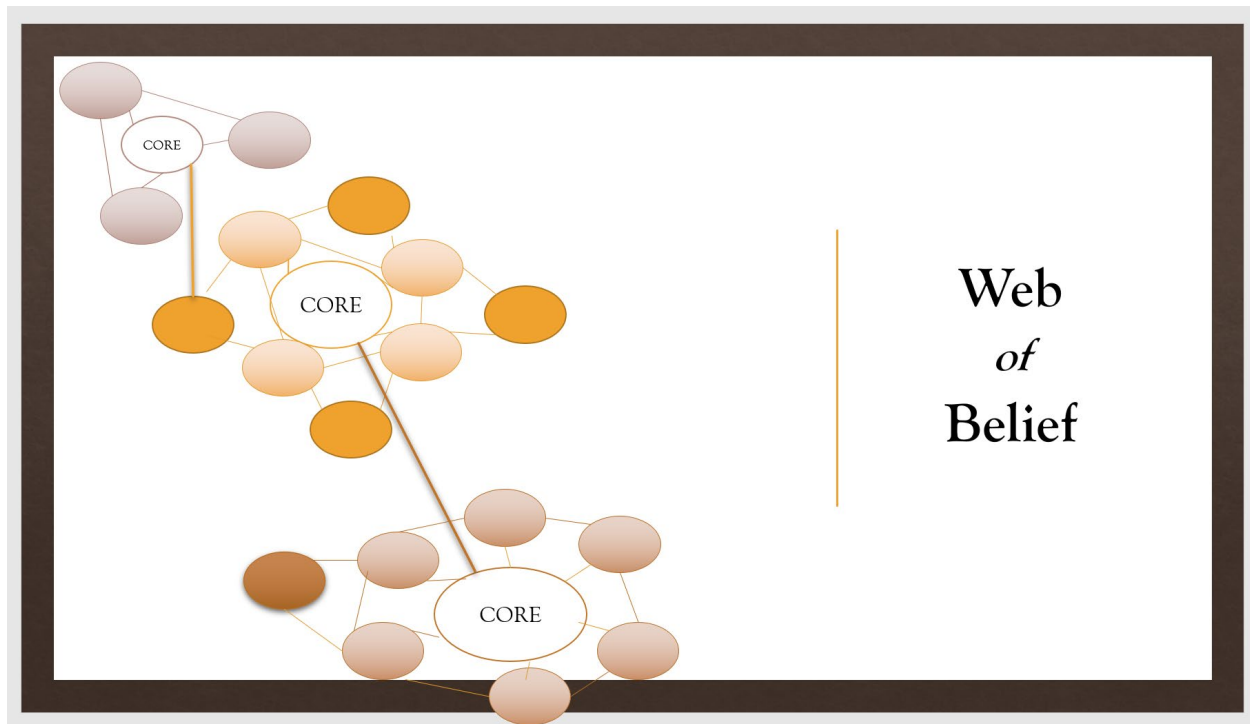


Equitable Grading: Re-thinking how grading impacts student success.

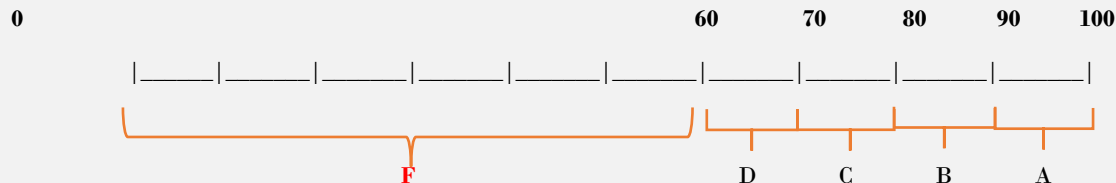


**Questions for reflection / discussion – purpose and policies related to grades and grading**

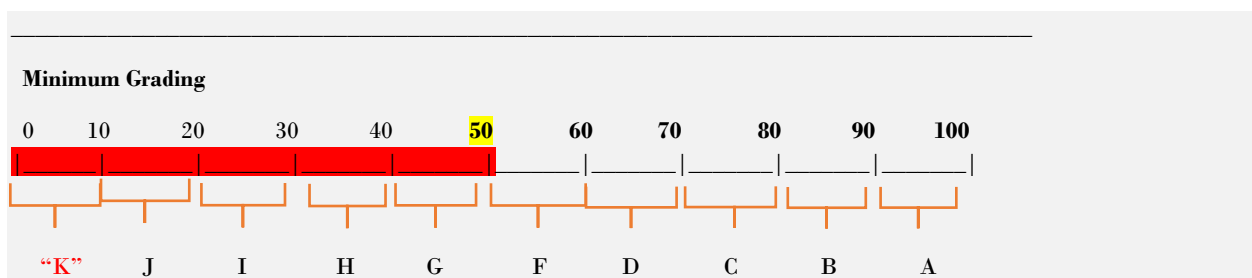
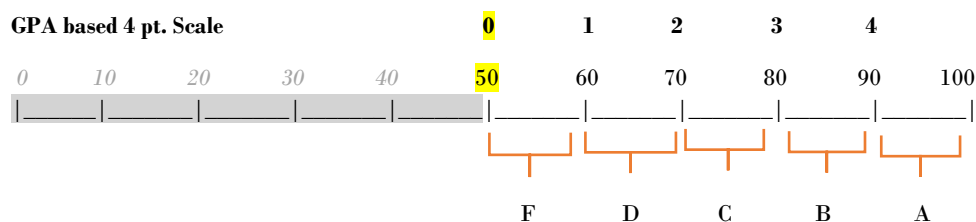
1. Take a moment to think about what you would consider lives at the center of your **Core** of your beliefs on grades/grading and or grading scheme.  
~ What is the purpose of grades to you? How do you feel this core was constructed?
2. Now take a moment to identify a few of the concepts, policies or specifics surrounding your **Core** of beliefs on grades/grading and or grading scheme.  
(*Examples. Extra credit, Late work...*)  
~ Why did you add these concepts to your “Web of Belief” of grading?

## Equitable Grading - Thinksheet

### Traditional 0-100pt. Scale



### GPA based 4 pt. Scale



Resetting the Floor of Failure = Opportunity for Redemption... we remove the "Killer score"

### Questions for reflection / discussion – 100 pt. – Zero's, and Minimum grading

3. If you have assigned a grade of “zero” in the past, was it intended to affect the student mathematically or psychologically?
4. Knowing that a “zero” is not mathematically accurate representation of student learning, does this change your opinion of it?
5. Would it change your opinion if you discovered that the “zero” grade demotivates students?

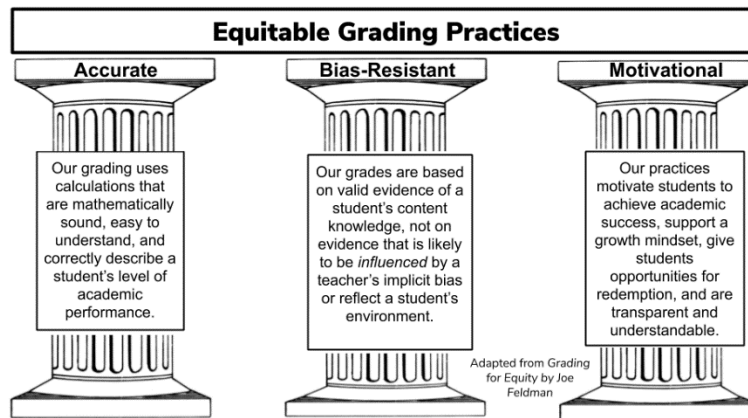
## Equitable Grading - Thinksheet

The “Omnibus” Grade - identify the criteria components within your grading scheme

Criterion	Weight / Points
Final Grade	/100

### Questions for reflection / discussion

6. Could students with different levels of content knowledge get the same grade in your course?
7. What confidence or uncertainty do you have that two instructors within your program area would assign the same grade to a student?



### Questions for reflection / discussion on Joe Feldman's - 3 Pillars of Equitable Grading

#### Accurate

8. Are the elements of your current grading practices mathematically sound? If some are not, what might you think about revising?
9. How do you think your students will feel about these revisions?

### **Bias-Resistant**

**10.** Are the elements of your current grading practices bias-resistant? If some are not, what might you think about revising?

**11.** How do you think your students will feel about these revisions?

### **Motivational**

**12.** Are the elements of your current grading practices motivating your students to do their best work?

**13.** If some practices seem to be somewhat demotivating, what might you think about revising?

**14.** How do you think your students will feel about these revisions?

### **Forward Thinking**

**The path and journey of reflection and change will challenge you and your students. If, after reflection and additional research on this topic, you feel change is needed.**

**So how will you...**

- a. Expand your Web of Belief
- b. Expand your Program or Departments Equitable Grading

### **References:**

- **Joe Feldman** - [Grading for Equity: what it is, why it matters, and how it can transform schools](#)
- **Jill Anderson** - [Harvard EdCast: Grading for Equity](#)
- **Ken O'Connor**- [A Repair Kit for Grading](#)
- **Alexis Tamony**- *The Math of Zeros in Grading* <https://youtu.be/adzARR3vjdk>
- **Douglas B. Reeves**, "The Case Against the Zero," *Phi Delta Kappan*, Vol. 86, No. 4, December 2004, pp. 324-325.
- **James Carifio & Theodore Carey**, "The Arguments and Data in Favor of Minimum Grading," *Mid-Western Educational Researcher*, v25 n4 p19-30 2013
- **Lory Hough**, "Grade Expectations: Why we need to rethink grading in our schools".- <https://www.gse.harvard.edu/sites/default/files/edmag/pdfs/2019-SUM-6.pdf>