

The Power of Assessment Webinar Series

Module #7

Accurate Grading (Pt. I)

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In partnership with the IDAHO STATE DEPARTMENT OF EDUCATION



IN THE END, YOU WILL...

- ...identify the **imperfections** with our traditional ways of grading & reporting.
- ...understand how non-curricular factors contribute to **grade distortion** and, eventually, inaccurate grades.
- ...identify the specific challenges with some of our more punitive grading practices and what **new routines** could be used for more accurate grading.

IN THE END...

Is this assignment a crucial piece of evidence that, if not submitted, would prevent me from accurately reporting the student's level of proficiency?"

Key Questions

- Is school about ACTIVITIES or LEARNING?
- Is school about POINTS or EVIDENCE?
- Is learning an EVENT or a PROCESS?
- Emphasize COMPLETION or OUTCOMES?

Giving students a second chance is soft

Grading Misrules

Students who were unsuccessful didn't try

The punishment paradigm produces the academic epiphany

We can determine & report 101 performance levels

Academic rigor means setting unreasonable expectations

How?

Mathematical precision through the complex combination of weighting and finding the mean average.

Nothing FAILS like success when your success is based upon an atypical class configuration or false assumption about positive results.

No Late Penalties

Students should be graded on the **QUALITY** of their work (their ability to meet the desired learning targets) rather than how punctual the assignment is.

Why No Late Penalties?

- Some **predictably struggle** with deadlines.
- Most **like deadlines** regardless of a penalty.
- **CORRECT**/Late vs. Incorrect/**ON-TIME**.
- There **won't** be a flood of assignments.
- We **don't add** for early...same logic.
- **Behavior** vs. Learning.

Possible Solutions?

Eliminate the penalty.

Focus on learning...not task completion.

Provide a **window** for handing in work.

Give the opportunity to manage time.

Provide support **ahead** of time

We know the assignment is going to be late...Be proactive!

Spend more time in **preparation**.

Directions, set-up, explanations, exemplars, etc.

Deadlines - My Bias

- I set deadlines, but negotiated deadlines if students came in advance.
- I held students responsible for deadlines by reacting NOW if a deadline wasn't met.
- I involved others (Student Services or parents) if deadlines were consistently being missed/avoided.
- **I DIDN'T PENALIZE STUDENTS in the GRADE BOOK!**
- I accepted late work and I never got the FLOOD at the end of the year!

No Zeros!

Assigning a "0" for work not yet handed in is **ARBITRARY** and mathematically **INVALID**. Zeros reflect what a student hasn't done, not what a student knows.

Why No Zeros?

- It's not accurate.
- It's random.
- Students view it as **unfair**...mean!
- We have **other options**.
- It's **explosive** to the gradebook (Outlier)
- Does **NOT** produce the desired results.
- No **research** support.

Zero = **LESS** accountability

If you give a student a zero, and they're still passing - and they are satisfied with their new level of achievement - it will be almost impossible to get them to complete the missing work.

Academic Dishonesty

- Get away with it = Grade **INFLATION**
- Caught & Punished = Grade **DEFLATION**
- Is there a way that we can create learning conditions that minimizes the need/desire to cheat?
- How desperate must a student feel when they believe their only option is to misrepresent their own learning?

What's Next?

- Accurate Grading (Pt. 2)
 - Practice without points
 - Improvement (Most recent & Most frequent)
 - Standards-based mindset/grading

Questions/Connections...



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