

The Power of Assessment Webinar Series – Module 8 (Accurate Grading Pt. 2)

Activity #1 – Practice without Points

If you are still not *sold* on eliminating points for practice/homework, what creative ways could you honor your position while honoring the reality that some students learn faster than others?

Activity #2 - Most Recent vs. Most Frequent Evidence of Learning

(1) When is the *most recent evidence* of learning the most accurate and valid?

(2) When is the *most frequent evidence* of learning the most accurate and valid?

(3) Are there conditions under which you might anticipate blending these two organizational mindsets to determine the most accurate grades?

Activity #3 - Most Recent Evidence of Learning

(1) Will all students in your class receive the same grade if they finish the class with similar levels of proficiency regardless of how long they took to get there? (2) Should they? (3) Reflect on how you would currently address a situation like this in your own class. (4) Reflect on what policies/practices are stopping you from emphasizing the most recent evidence of learning.

Activity #4 – Rewrites

Strongly
Disagree

Strongly
Agree

1 2 3 4 5 6 7 8 9 10

REWRITES: On a scale of 1-10, I am a _____ when it comes to allowing my students to rewrite. To move to a _____

(+3) I would need to know or would need to make sure that...”

References

- A Repair Kit for Grading: 15 Fixes for Broken Grades by Ken O'Connor
- Ten Things that Matter from Assessment to Grading by Tom Schimmer.
- How to Grade for Learning by Ken O'Connor.
- Developing Grading and Reporting Systems for Student Learning by Thomas R. Guskey & Jane M. Bailey.
- Grading by Susan M. Brookhart.
- Classroom Assessment for Student Learning: Doing it Right – Using it Well by Rick Stiggins, Jan Chappuis, Judy Arter, and Steve Chappuis.
- Seven Strategies of Assessment for Learning by Jan Chappuis
- Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning (Solution Tree)