
Equitable Grading

Presenters:

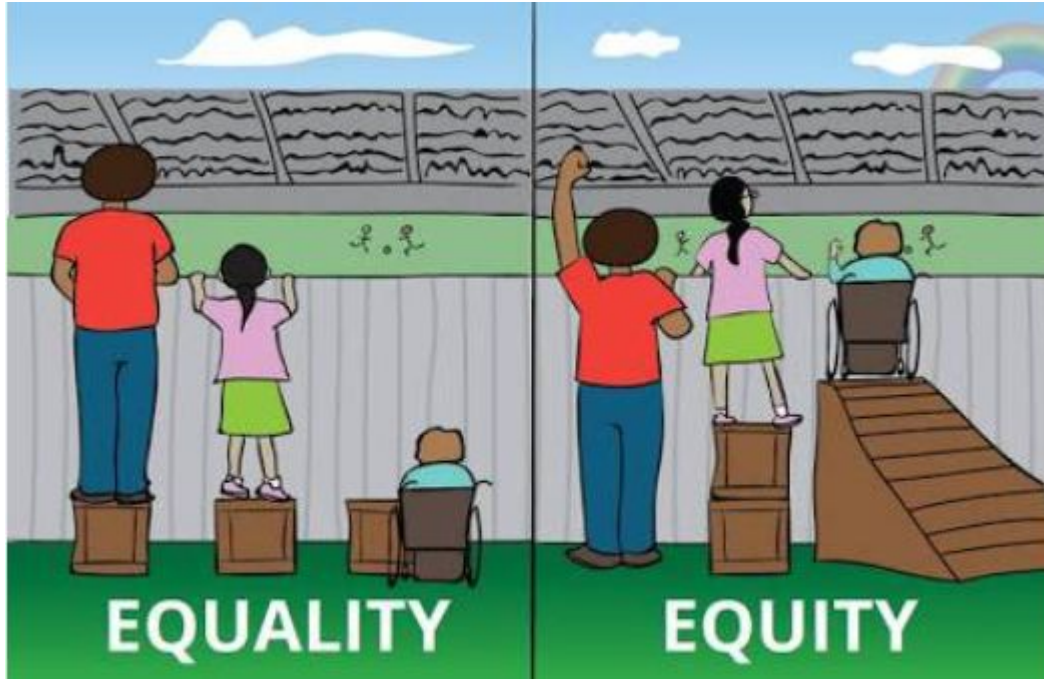
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LPC - FLEX Day
Fall 2023

Session Goals

- Define Equitable Grading
 - Importance of Equitable Grading
 - Explore Examples of Equitable Grading
 - Explore Strategies for Your Discipline
 - Discuss Classroom Policies
-

What does equitable grading mean?



- Acknowledge students' diverse backgrounds, abilities, and challenges.
- Assignments accurately assess students' academic performance.
- Remove bias from grading.
- Focus students on learning the content, not the points they earn.

Equitable Grading Practices

Accurate

Our grading uses calculations that are mathematically sound, easy to understand, and correctly describe a student's level of academic performance.

Bias-Resistant

Our grades are based on valid evidence of a student's content knowledge, not on evidence that is likely to be *influenced* by a teacher's implicit bias or reflect a student's environment.

Motivational

Our practices motivate students to achieve academic success, support a growth mindset, give students opportunities for redemption, and are transparent and understandable.

Adapted from *Grading for Equity* by Joe Feldman

Why switch to an equitable grading system?

Possible Benefits for Faculty:

- No haggling over points (students primarily control their fate)
- Flexible deadlines (not the gatekeeper of judging legitimacy of crisis)
- Reduced social anxiety
- Reduced educational trauma (not in a position of judgement, mistrust or being inflexible)

Possible Benefits for students:

- No haggling over points. Flexible deadlines (schedules and compounding responsibilities are validated and accommodated)
- Increased autonomy
- Increased motivation
- Fosters student retention and performance

Adapted from [Equitable Grading Strategies for Online Teaching](#)

Equitable Grading Strategies

- Ungrading
 - an assessment method that focuses on the learning process and de-emphasizing letter or numerical grades.
 - designed to create a more student-centered, and reflective assessment experience their course.
- Contract Grading
 - an assessment method that emphasizes student autonomy and accountability in their course.
 - students and instructors collaboratively set expectations and criteria for success in assignments and the course as a whole.
- Standards or Competency Based Grading
 - an assessment approach that focuses on measuring a student's mastery of specific learning standards or objectives.
 - a valuable tool to provide more accurate feedback on a student's knowledge and skills.

Ungrading

- It empowers students to take ownership of their learning, encourages deeper engagement, and reduces stress associated with letter or numerical grades.
- It focuses on the learning process rather than the end result, fostering a more learner-centered and reflective educational experience.

Ungrading Syllabus Language—Individual Assignments

Each assignment in our Advanced Composition course includes a no-points grading rubric to help you understand the assignment criteria. Please review the rubric before submitting your work to ensure you have addressed all the required elements. If your work is submitted on time, I will make every effort to review and comment on the discussions within 72 hours and projects within 10 days.

Individual Assignments

The scoring system in this course is set up using narrative scores rather than points, letters, or percentages. Students will see one of three narrative scores for their assignments:

- **Accomplished: Excellent Work** ★: this indicates that the assignment has met or exceeded the criteria as outlined in the assignment instructions and rubric.
- **Progressing: Please Revise** 📌: this indicates that the assignment can use a bit of reworking in order for it to meet or exceed the criteria as outlined in the assignment instructions and rubric. Students are invited to submit a revision of their work for additional feedback from me. Once the assignment has been reworked, I will change the score to "Accomplished." Revisions need to be submitted within 3 days of receiving feedback from me so that I can turn around additional feedback quickly.
- **Missing** ⚠️: this indicates that the assignment has not yet been submitted. Students are invited to submit their work late, as I believe that completing the work is critical to meeting (or exceeding) the course learning outcomes. Please note that there may be a slight delay in receiving assignment feedback if the assignment is submitted late. Assignment deadlines are there to keep you on track and help you meet specific milestones in the course. However, sometimes students encounter life obstacles that affect their ability to turn in work on time. For this reason, I will accept assignments up to 3 days late, but please use this added window sparingly. *One caveat: peer reviews cannot be submitted late, as your peers rely on timely feedback to use for their final drafts.*

Ungrading–Self-Assessment Prompt

What letter grade would you give yourself in this class? Use each of the following as evidence to support your reasoning:

- My grading structure may have been a new way of being graded in a course. Please reflect on how this way of grading felt at the beginning, middle, and end. How does it feel now writing this self-assessment?
- What you learned about yourself as a learner? A writer? A witness to current events?
- Reflect on the content and assignments offered in this class. How much time and effort did you put forth? Do you feel like you took away meaningful skills, ideas, etc.?
- Was there something you wrote or produced of which you are especially proud? If so, what was it?
- If you submitted assignment revisions, did you notice any areas of your writing that grew as a result? Please explain using some of my feedback, how you addressed it, and how it impacted your writing.
- Offer any other insights about your engagement in the course that you would like to.

Contract Grading

- It promotes student agency and a sense of ownership over their education.
- It allows for individualized pathways to success and is especially effective in courses where self-directed learning and personal goals are paramount.

Feedback and Earning a 'Complete'

Feedback

- I review your work as it is submitted, so the earlier you submit, the earlier you will see my feedback. Submissions will usually be recorded as complete (✓) or incomplete (✗) in the gradebook as soon as I can (usually within 24-48 hours of submission during the week, and by Tuesday evening if you submit over the weekend). I strive to provide feedback as soon as I can so you can use the feedback provided to revise and resubmit while the information is still fresh, and before you need to start focusing on our next module.
- I will share feedback on most of your submissions, even if your submission is complete. This feedback will help you build a foundation of sociological knowledge, so look at it closely. If you have any questions about the feedback, please reply to the submission comment or send me an email. I am happy to discuss any questions you have.
- If your submission is missing any of the specifications listed in the submission instructions it will be recorded as incomplete (✗). Don't be disappointed! This is the learning process and most of the time incomplete assignments are really close, and just need a small addition or change to be completed. When you see a ✗ in your gradebook, review and respond to the feedback in the submission comments to complete the activity.

How to Earn a Completion for an Assignment

Every assignment in this class has a rubric. A rubric simply lists the criteria that I am looking for when I assess your work. You must review the rubric and use it to guide your work for every assignment. If you meet all the criteria, you'll earn a Complete (checkmark) for the assignment. If you don't, you'll earn an Incomplete, which just means you need to review my comments and resubmit your assignment. You always get a second chance! You will be rewarded for learning and for working hard in this class. It's that simple.

Tracking Your Progress

Tracking your Progress

Once per week, you should check your grade. To do so, click on Grades in our course navigation menu. You'll see a list of assignments and either a checkmark or an X for any assignment you've submitted (after I've graded it). If you see a comment bubble, click on it to view my feedback for you.

Total Opportunities	Assignments			Checks for Understanding												Quizzes													
	3			12												14													
	Final Project	Other Me	Doing Nothing	1	2	3	4	5	6	7	8	9	10	11	12	syllabus	Soc imag	Soc Beg	theory	res	cult	soci aliz	gro ups	dev	stra t	ra ce	ge nd	fa m	po p
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For a B complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For a C complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Opportunities	Exams			Discussions												Reflections				
	3			12												5				
	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	pre	unit 1	unit 2	unit 3	end
For an A complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For a B complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For a C complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legend
<input type="checkbox"/> Required
<input type="checkbox"/> Choice of one or the other
<input type="checkbox"/> Optional, but encouraged!

Standards Based Grading

- It offers a more detailed and informative assessment of a student's proficiency in the specific skills and knowledge areas of the course.
- It allows students to focus on areas where they need improvement and provides a more accurate representation of their abilities.

Grades

Grading Breakdown

I will be using standards based grading for this class. For those of you unfamiliar with standards based grading, it means I will be basing your grade in large part on the number of course standards that you master by the end of the semester. Traditional grading systems encourage students to work for points rather than learn the material. Standards based grading puts the emphasis on learning and mastering the material as it should be. My reasons for doing this are to be more equitable, more transparent, more accurate, and also to promote a growth mindset.

Your final grade will be the result of how many of the 25 course standards above you have mastered and the number of weekly discussion board posts you write and comment on.

If you do not demonstrate mastery of any course standards on a test, you have the option to do a retake on those course standards. Before any retakes can be done, a review assignment must be completed on the course standard(s) to demonstrate your growth on the material.

Letter Grades

Grade	Meaning	Course Standards Mastered	Discussion Board Posts
A	Mastered	23-25	17-18
B	Advanced	20-22	15-16
C	Intermediate	18-19	13-14
D	Beginner	15-17	11-12
F	Insufficient	0-14	0-10

Math's Journey

- Skills based classes, landed on Standards Based Grading
- Shared idea with the department
- Reviewed measurable objectives from course outline of record
- Reviewed C-ID
- Collaboratively explored the material
- First pass
- Refine
- Implementation?

What strategies might work best in your discipline/class?

- Consider how you grade now
 - Don't be afraid to Mix 'n Match
 - Explore options within your comfort zone
 - What are some course policies that make sense for you for your chosen grading scheme?
 - What are some challenges that you would have to overcome?
 - Are you already using equitable strategies?
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- Share your ideas: <https://tinyurl.com/LPC-FlexEquity>

Thank you for coming!

Please fill out the session survey.

<https://forms.gle/2WVyUE5yNiNBTEyj9>

