

A Repair Kit for Grading

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Assessment and Standards

- The mandate is that schools are supposed to be standards based for curriculum, instruction, assessment, and grading and reporting
- The reality is there are very little standards-based grading and reporting

Two Basic Questions

- How confident am I that the grades students get in my classroom/school/school district are consistent, accurate, and meaningful, and that they support learning?
- How confident am I that that the grades I assign students accurately reflect my school's/district's published content standards and desired learning outcomes?

Four Basic Criteria for Assessment

- Consistent
 - Regardless of different teachers, schools, districts. No hard teacher and easy teachers, they all use the same standards objectively
- Accurate
 - One can not combine many data sources that have different natures
- Meaningful
- Supporting learning

Two Terms

- **Terms**
- **A mark or score** is the number (or letter) given to any student test or performance that may contribute to the later determination of a grade
- **A grade** is the symbol (number or letter) reported at the end of a period of time as a summary statement of student performance.

Fixes for Practice That Distort Achievement - 6/15

- Don't include student behaviors (effort, participation, adherence to class rules, etc.) in grades; include only achievement
- Don't reduce marks on "work" submitted late; provide support for the learner
- Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement
- Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement
- Don't consider attendance in grade determination; report absences separately
- Don't include group scores in grades, use only individual achievement evidence

Fixes for Low-Quality or Poorly Organized Evidence - 4/15

- Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals
- Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations
- Don't assign grade based on student's achievement compared to other students; compare each student's performance to preset standards
- Don't rely on evidence gathered using assessments that fail to meet standards of quality; rely only on quality assessments

Fixes for Inappropriate Grade Calculation – 2/15

- Don't rely on the mean, consider other measures of central tendency and use professional judgment
- Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient evidence

Fixes for Supporting Learning

3/15

- Don't use information from formative assessments and practice to determine grades; use only summative evidence
- Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances, emphasize more recent achievement
- Don't have students out the grading process. Involve students; they can – and should – play key roles in assessment and grading that promote achievement

End