***Grading***

This session is designed to help faculty develop consistent grading policies.  Faculty will discuss how course syllabi, rubrics and student feedback can be combined to justify grading decisions.  At the end of this session, faculty will be able to:

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| **Objectives** | 1. Develop fair and consistent grading policies.
2. Design a plan for communicating student performance relative to grading policies at different points throughout a course's run.
3. Produce example grading policies to be used in future teaching assignments.
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| **Assessments** | Proficient level- course relevant application  |

**Resources**

***What are Wilmington University’s grading expectations?***

A good introduction to grading student work at Wilmington University would be to visit our [grading scale](http://www.wilmu.edu/academics/gradingscale_grad.aspx) as a reference. Taking the time to observe the language associated with each grade level, such as ‘good’ = B +, not the A students might expect they deserve, will help us ultimately come to our grading decisions.

But, how do we determine what is *good* from what is *excellent*? Let’s consider how we as faculty can develop a comprehensive plan for grading student work that helps communicate our expectations early in the course…

* What are some of [the purposes that grading serves](https://cft.vanderbilt.edu/guides-sub-pages/grading-student-work/)?

***When should I start thinking about course grades?***

Fair and consistent grading begins with establishing our grading criteria and the means with which we will be helping communicate with students regarding their performance along the way:

* Having a learner-centered syllabus will explain what is expected of students, why they are completing work, and what your expectations are for students should they fall behind, *and we can achieve all of this prior to the first class session!*
* Giving students rubrics for assignments up front will help explain the ‘rules of the game’ and the criteria you will use to assess work-*before it is submitted!*
* Finally, by using formative and summative assessment methods in tandem, we can provide students with input as to how they are doing relative to our ultimate grading standards at various points along the way…
* Some considerations when [determining the grading system](http://www.lcc.edu/cte/resources/teachingtips/course_grading_system.aspx) for your course

***How can I develop fair and consistent grading policies?***

Proper grading thus includes many of the elements discussed in our other development modules. Grading can serve many purposes-from evaluating student work, to communicating performance to students, to motivating student efforts.

Please review the resources provided to learn more about creating a comprehensive approach to grading student work. For this module we encourage faculty to take a look at the pieces associated with grading policies (syllabi, rubrics, assignments, feedback, etc.) and to develop a model for communicating course performance with students at different points during a course’s run.

If you would like to discuss this topic, or to review your grading polices with the CTE for feedback please feel free to send us an email at facultydevelopment@wilmu.edu.

* More information on [helping students understand their grades](http://gsi.berkeley.edu/gsi-guide-contents/grading-intro/communicating-about-grades/understand/)

***How do I earn credit for this learning unit on my Pathway to Instructional Excellence?***

Our grading learning module is designated as a CTE (Center for Teaching Excellence) Proficient Level Elective. At this level, the CTE is looking to see faculty application of grading policies to an upcoming teaching assignment.  Please upload a document into your WilmU Learning Center profile that outlines grading policies and predicts how these decisions will impact student learning.  Please include the following in your submission:

* The connection between your policies, syllabi, rubrics, and feedback
* How you will communicate grading expectations with students
* The predicted impact this communication will have on student learning

Faculty submissions will be scored using the *Proficient Level Rubric.*  To earn completion of this exercise, faculty must score 4/5 or higher.  Faculty scoring 3 or lower will receive feedback from the CTE and will have the opportunity to resubmit their active learning techniques application.

**CTE-Pathways to Instructional Excellence-Proficient Level Rubric**

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| --- | --- | --- | --- | --- |
| **Scoring= 1****Unrelated** | **2****Beginner** | **3****Essential** | **4****Proficient** | **5****Mastery** |
| Submission appears unrelated to learning unit. Evidence of teaching skill not present in faculty submission | Submission shows ability to recall correct terms but lacks ability to apply learning content to described teaching situation.  | Submission shows understanding of how to apply learning content to teaching situation but lacks ability to anticipate the impact this decision will have on student learning.  | Submission demonstrates correct application of teaching skill and correctly identifies potential impact this will have on student learning. | Submission demonstrates correct application of teaching skill, identifies potential impact on student learning and ability to tailor teaching to individual student needs.  |