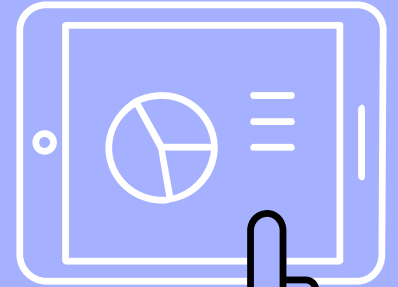
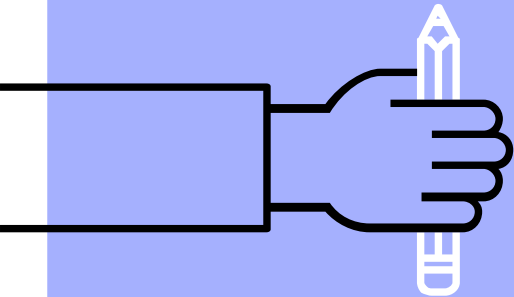
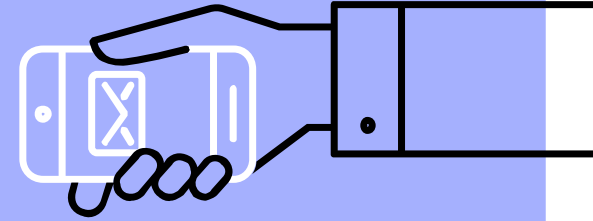


# Grading For Equity





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*John Dewey and others envisioned that the realization of our still emerging democracy depended on an education that was ‘universal,’ that integrated students from all backgrounds, that provided opportunities to elevate one’s social and economic position, and that supported one’s moral development.”*

*--Joe Feldman, Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms*



# How do you grade?

*Spend a few minutes thinking about your grading:*

- ▶ How do you grade?
- ▶ Why do you grade this way?
- ▶ Where did you learn this grading style?
- ▶ What works well with your grading system? What problems do you find with it?
- ▶ Do you offer extra-credit?
- ▶ How do you handle late work?
- ▶ Does participation, missed class, and/or tardies affect a student's grade?





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*“Traditional grading evaluates both the students’ content knowledge as well as their behaviors and invites subjectivity and bias” (Feldman 40).*





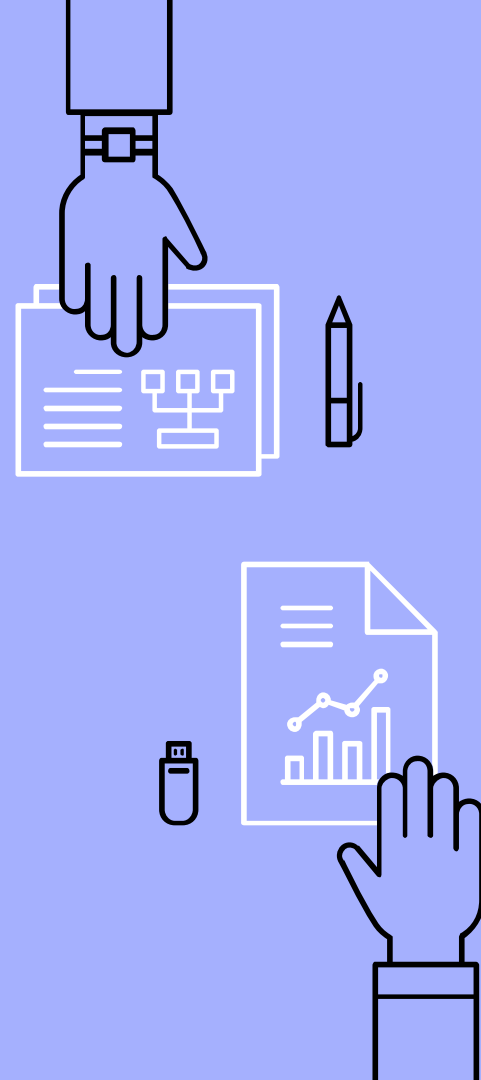
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*“If grades are here to stay, we want them and our grading practices to promote the best and most aspirational thinking of what our students are capable of as learners, regardless of their race, their first language, their family’s income, or their previous educational experiences, and to similarly support the best of what we are capable of as educators. We want grading to be truthful, dignifying our students by telling them exactly where they are academically and what they need to be successful” (Feldman 65).*



## Basic Pillars: Grading for Equity is...

- **Accurate:** Our grading practices must make sure we don't include irrelevant info that makes our grade ambiguous.
- **Bias-resistant:** Our grading practices must give all students an opportunity to succeed regardless of privilege.
- **Motivational:** We want our grades to motivate rather than demotivate students...orient our students to the value of learning rather than point collecting.



## According to Feldman:

- ▶ It is inequitable to include student performance on homework in a grade.
- ▶ A grade should reflect only a student's level of mastery in a subject, which means all formative work and participation should be excluded, leaving only a student's performance on summative assessments....the purpose of homework [is] for students to practice and prepare for the summative performance...





“

“Teachers who tried these grading practices were surprised and sometimes shocked by the results. The practices seemed to do the impossible: decrease student failures, reduce grade inflation, and reduce achievement gaps—all at the *same time*” (Feldman xxiv).

[www.gradingforequity.org](http://www.gradingforequity.org)





# Equitable Grading Practices

1. Allow students to take quizzes multiple times and record the highest score.
2. Grade on mastery of the material/knowledge demonstrated: do not include homework, participation, or attendance in final grades.
3. Abolish the 100-point scale in favor of the 1-4 scale to denote levels of mastery.
4. Give students more time and/or attempts to master the material: do not penalize learning.
5. Allow students to redo, resubmit, or turn in assignments late (but not too late!). Be flexible!
6. Avoid averaging points and grades, if possible, to give students who start at lower levels of mastery a fighting chance to do well if they master the course outcomes by the end of the unit/course.



# More Tips for Equitable Grading

1. Be transparent: explain WHY you grade as you do and the expectations you have.
2. Use rubrics and performance-level descriptions for the standards you want your students to reach.
3. Provide samples of successful assignments and seek feedback from your students regarding their mastery of the skills and/or grading.
4. Incorporate some of the equitable grading practices and see if they help your students.
5. Give students the opportunity to self-grade and explain their grades to you as the course ends.
6. Apply growth mindset to your teaching, too: be tolerant of your own mistakes. 😊



“

- ▶ *“It’s impossible to develop a system that always gets all things right. Self-grading not only helps students align with my expectations, but it helps me see things I may have missed and allows me to grade ‘in conversation,’ rather than alone.”*
- ▶ *“We can have high expectations that are clear and give students the opportunities (revisions), flexibility (late work), and tools (self-editing check lists, handouts) to succeed.”--Ryan Sullivan, English Faculty, Mt. San Jancinto College*

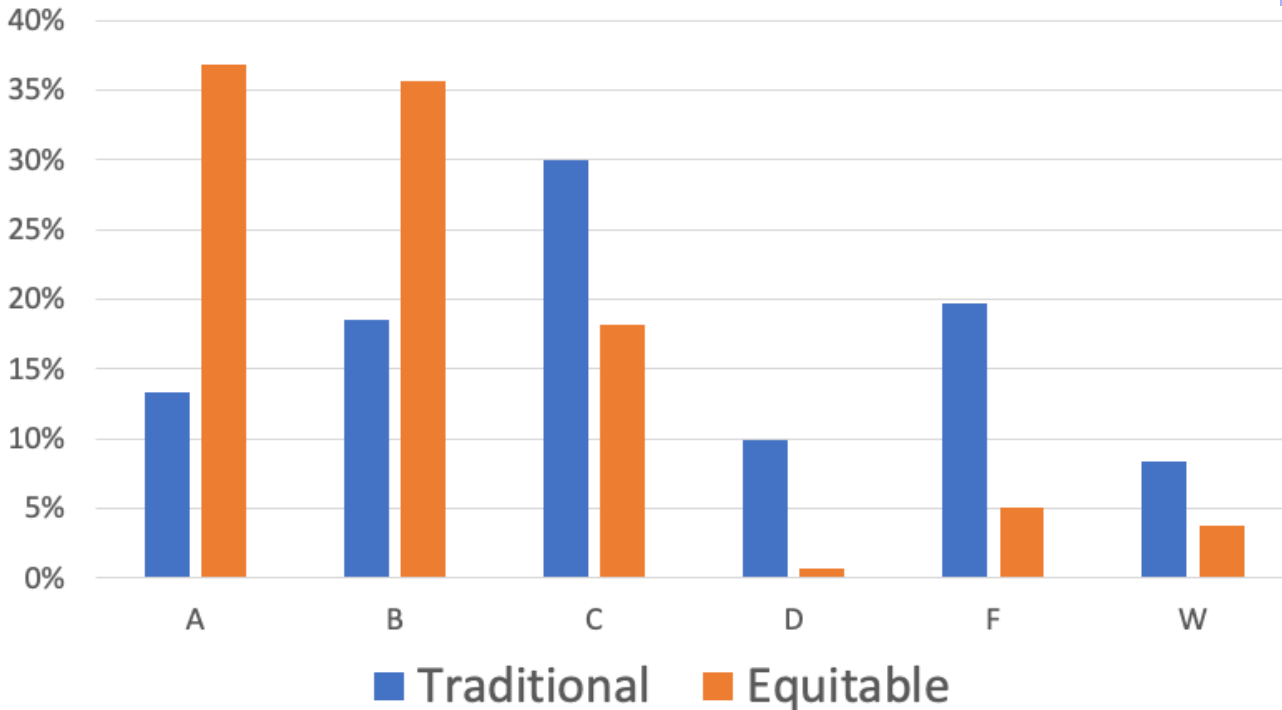


# Traditional vs. Equitable Grading Reflections

- ▶ **“Looking at my success data for traditional grading, I asked myself:**
- ▶ **What would I say about an engineer who designs a car that kills 38.1% of its users and then says that the reason the user died is because of the need to drive more rigorously?**
- ▶ **Perhaps I should spend more time focusing on safety features and sound design principles...”**
- ▶ **-- Dr. Jeffrey Anderson, Foothill College, *Grading for Equity in Community College Math Classes***



# Traditional vs. Equitable Grading



Dr. Jeffrey Anderson,  
Foothill College, *Grading  
for Equity in Community  
College Math Classes*

# Time to Grade!

4=A 3=B 2= C 1=D 0=F (not turned in )	Exam 1: First Standard	Exam 2: Second Standard	Exam 3: Third Standard	Exam 4: Final Exam on all three standards	Final Letter Grade
Hector	2	2	3	4	
Katya	3	4	2	3	
Thuy	1	2	3	4	
Lou	4	0	2	3	

