Directions:
1. Take a moment to think about your own grading experiences as a student. Reflect on two very different experiences. The first experience is when grading was done well. The second is when grading was done poorly well. Picture those experiences. Recall the instructor and the course. Think of the consequences of each grading experience. How did it affect you?
2. Now, complete the first row of the table below by describing some of the characteristics of your grading experiences.
3. Complete the second row by describing some of the consequences each experience.

<table>
<thead>
<tr>
<th>Characteristics of Experience</th>
<th>Grading Done Well</th>
<th>Grading Done Poorly</th>
</tr>
</thead>
<tbody>
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AUDIT-IVE AND EDUCATIVE ASSESSMENT

AUDIT-IVE

Backward-Looking Assessment

Grading

EDUCATIVE

Forward-Looking Assessment

Self-Assessment (by learners)

Criteria and Standards

“FIDeLity” Feedback

Better Learning (as well as having a basis for student grades)