Grading Guidelines


*Grades communicate the current level of academic achievement.*

Grading guidelines:

- Organize the gradebook (by objectives/standards)
- Include achievement factors in the grade (and avoid other behavioral factors)
- Limit extra credit to additional evidence and avoid using a zero in gradebook (to limit distortions)
- Consider most the recent information
- Summarize information and determine final grade (by converting to the same scale, weighting accordingly, and then combining)
- Verify the quality of assessment data (so it is reliable and valid)
- Involve students (by keeping them informed of their current performance)


Grading guidelines:

- Keep the grading system consistent with the purpose of grading
- Collect data throughout the grading period
- Include varied sources of data (from projects, tests, quizzes, etc.)
- Make students aware of the grading system
- Keep academic performance separate from non-academic performance (attendance, participation, hygiene, etc.)
- Base grades on high quality assessment data (that is reliable and valid)
- Assign appropriate weight to assessments (with more important artifacts weighing more heavily than less important artifacts)
- Apply grading system consistently to all students (so it is fair and unbiased)


Timesaving Grading Strategies

The following are timesaving strategies for grading from the work of Walvoord and Johnson Anderson (2010).

- Determine what students thinks about their performance (with a self-assessment)
- Don’t waste time on careless student work (ask student to resubmit)
- Don’t extensively mark grammar and punctuation (but note global concerns with a few examples)
- Focus on fundamental issues first
- Consider comments without grades (when evaluating drafts)
- Use comments only for teachable moments (extensive comments on final product may never be read)
- Spend more time guiding (and less grading)
- Limit amount of grade levels (to only those that are needed)
- Limit basis for grading (by focusing on prioritized course objectives)
- Have students organize their work for your efficiency (by using a checklist)
- Delegate the work (by having students assess peers using checklists and guides)
- Use technology to save time and enhance results
- Keep a grading log (to analyze time management)