Grading for Equity

Reflections and Strategies from the 2021 USCOTS Reading Group

READING GROUP

- Anne-Sophie Charest Université Laval
- Kelly Spoon San Diego Mesa College
- Jennifer Ward
 Clark College
- Jo Hardin Pomona College
- Kathy Rogotzke
 North Iowa Area Community
 College
- Jack Miller
 University of Michigan
- Scott Fallstrom
 MiraCosta Community College
- Marian Frazier
 College of Wooster





"[Joe Feldman] shows us how we can use grading to help students become **the leaders of their own learning** and lift the veil on how to succeed. He reminds us that authentic assessment and transparent grading are essential parts of a culturally responsive classroom. This must-have book will help teachers learn to implement improved, equity-focused grading for impact.

Zaretta Hammond "Culturally Responsive Teaching & The Brain"



FOUR ASPECTS OF EQUITABLE GRADING

01 MATHEMATICALLY ACCURATE

Minimum Grading 0-4 Grading Scale Weighting Recent Performance

Reframing Homework Grades based on Summative Assessments VALUE KNOWLEDGE, NOT ENVIRONMENT

03 MOTIVATIONAL

BIAS-RESISTANT

02

 $\mathbf{04}$

Retakes & Redos Renaming Grades

Rubrics Standards-Based Grading

THE PLAN





Strategies Small Changes



RETHINKING THE ZERO

THE PROBLEM

• Zeros can have large impacts when averaging student's grades.

PROPOSED SOLUTIONS

- Set a minimum score on the 0-100 scale.
- Don't put zero for missing scores; wait.
- Use the 0-4 scale.

MY IMPLEMENTATION

• Consciously referred more to the letter grade scale when grading exams. *i.e. I think this deserves 5 out of 8 points, but do I think it deserves a C?*

	Percentage Score	Letter Grade Equivaler
Assignment #1	85%	в
Assignment #2	85%6	в
Assignment #3	0% [missing]	F
Assignment #4	85%	В
Assignment #5	85%	в
Average	85 + 85 + 0 + 85 + 85 = 340 340 / 5 assignments = 68% (D)	?
	0-4 Scale A - 4 B - 3 C - 2 D - 1	5000

REDUCED HW WEIGHT

- **My background:** community college, 25 students/class, intro statistics, terminal math course for most
- *Key idea*: What is the purpose of homework?
- HW as formative assessment
- HW as internal motivation
- Grades "should" be bias-resistant

Without realizing it, including homework in a grade acts often to perpetuate inequalities and the achievement gap. - Grading for Equity, pg 137





REDUCED HW WEIGHT

IMPLEMENTATION

- 10% of the final grade comes from HW
- Explain the purpose of HW to students
- If HW > 0%, when do you put in "missing" grades?
- More of the class grade are tests/projects

FEEDBACK

• Students responded positively, mostly

Without realizing it, including homework in a grade acts often to perpetuate inequalities and the achievement gap. - Grading for Equity, pg 137





FLEXIBLE DUE DATES

- **Setting:** small liberal arts college, all courses, classes < 35 students
- *Idea:* Three "no questions asked" 24-hour extensions on any assessment (except tests)

IMPLEMENTATION

- Accounting: How to keep track?
- Alternative: Let them "earn" tokens back
- Are unused tokens worth anything?

FEEDBACK

• Uniformly positive!



Many students rather than submit work past the deadline for less credit, will choose to stop working... and stop learning. Grading for Equity, pg 116



FEEDBACK

- **Setting:** community college, one course typically, terminal math course for most, typically 35-40 students per course
- *Key idea:* Do you want your feedback to be effective?

IMPLEMENTATION

- Feedback instead of grades can feel massive for those used to traditional grading, teachers and students
- Be prepared for:
 - discussing why this is important to learning.
 - "What grade did I get?"
 - Transition to focus on learning like "What did you learn and what do you need to understand in more depth?"



Learners need endless feedback more than they need endless teaching.

Grant Wiggins Less Teaching and More Feedback (ASCD Inservice)

FEEDBACK

FEEDBACK

- Works best when used in conjunction with other options.
 - Ex 1: additional opportunity for demonstrating understanding.
 - Ex 2: allow revisions first submission no grade
 - Ex 3: late penalty (near 0) and low-stakes
- Can require additional time for teachers and students.



Learners need endless feedback more than they need endless teaching.

Grant Wiggins Less Teaching and More Feedback (ASCD Inservice)



CHOOSE A STRATEGY

Choose the breakout room for the strategy that you'd like to discuss further.

#1: Rethinking the Zero#2: Reduced HW Weight#3: Flexible Due Dates#4: Feedback

https://tinyurl.com/ecots22grading





Strategies Big Changes



RUBRICS / SCALES

- [5] All problems completed with detailed solutions provided and 75% or more of the problems are fully correct.
- [4] All problems completed with detailed solutions and 50-75% correct; OR close to all problems completed and 75%-100% correct.
- [3] Close to all problems completed with less than 75% correct.
- [2] More than half but fewer than all problems completed and
 > 75% correct.
- [1] More than half but fewer than all problems completed and
 < 75% correct; OR less than half of problems completed.
- [0] No work submitted, OR half or less than half of the problems submitted and without any detail/work shown to explain the solutions.

Rubrics can protect us from bringing our implicit biases about students into our evaluation... it engenders confidence in the students that teacher isn't judging their performance by anything other than what is on the rubric. - Grading for Equity, pg 189





RUBRICS / SCALES

• Homework assignments graded out of 5 points based on a combination of accuracy and effort.

IMPLEMENTATION

- Student graders
- Successful on both GradeScope and GitHub

FEEDBACK

 "I felt that the flexible grading system (especially on homework) encouraged me to actually focus on learning the material, rather than just trying to get a good grade on the homework. I've never had a course with this type of grading system before, and I wish I had - I was much less stress[ed], and learned much more because of that." (n=1) Rubrics can protect us from bringing our implicit biases about students into our evaluation... it engenders confidence in the students that teacher isn't judging their performance by anything other than what is on the rubric. - Grading for Equity, pg 189





FOCUS ON LEARNING

As teachers we may have been taught that whether an assessment is summative and formative defines where the student is in the learning progression, but in equitable grading the opposite is true: where the student is in her learning progression defines whether an assessment is formative or summative.

JOE FELDMAN Grading for Equity



FOCUS ON LEARNING

Setting: community college, every modality (online / hybrid / supported), terminal math course for most, 46 students per course

- No late penalty for formative work
- Unlimited revisions on formative
 work

IMPLEMENTATION

- Include a few 'close' dates
- Some assignments with hard deadlines



Almost every grade category presented below allows for late work. This shouldn't become the norm, but we all learn at different paces and as long as we figure out the material before the exam, we're on track to finish the semester strong! There is unlimited revisions or second attempts in almost every grade category to emphasize the LEARNING process, rather than the process of acquiring points.

FOCUS ON LEARNING

FEEDBACK

"I really love the 'suggested' due dates you've set for us. For people like me who tend to procrastinate until the day of th deadlines, these dates really encourage me to complete the assignments as soon as possible. ... Knowing that I won't be penalized for not completing something on time is really nice and inspires me to really take the time needed to understand the content rather than rush through it." Spring 2022 Student



LEARNING FROM MISTAKES

- **Setting:** community college, Intro to Statistics, Business Statistics courses, typically 20 - 30 students per course
- *Key idea:* Learning often occurs when mistakes are made; students learn when they fix errors, retakes encourages learning.





Equitable grading practices allow and even encourage mistake-making as a means for learning. - Grading for Equity, pg 181





LEARNING FROM MISTAKES

IMPLEMENTATION

- Mini Projects using multiple datasets from CODAP or a random sample from NHANES
- not worth a lot of points
- relatively quick and easy to grade
- Allowed students to submit redo up until the last week of class

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The variables Age, Roce, BM	you will get an II, Height, Weig	c Education, Marit (H.	n, center

First letter of your last name	Data Set	Photo of data set in CODAP
A – E	Mammals	
F – J	Planets	
κ-ο	Roller Coasters	
P – T	Cars	
U – Z	Granola bars	Constanting Constanting Constanting

LEARNING FROM MISTAKES

REFLECTION

- Will keep doing retakes and expand;
- Did not add a lot of extra grading
- Did not feel "cheating"/copying was a problem
- Still learning-many great resources

Youcubed: Assessment and Grading Resources <u>https://www.youcubed.org/resource/assessment-grad</u> <u>ing/</u>

"Though schools may claim to embrace Carol Dweck's growth mindset—that every student is capable of success with support and practice—the way schools continue to grade can send the opposite message to students". (Feldman, p. 60)



Evidence for Assessment for Learning (A4L)

A paper describing how to use assessments to empower students to learn and grow.



LARGE CLASSES

- **Setting:** research university, foundational Stats 101 course, only course, part of minor, part of major
- I felt like the foil each time we met by continually bringing up scalability.
- How many students are in your classes? How large is your instructional team?

CHALLENGES

- Logistical nightmares with 800-1000 students
- Fairness in policies when there is a large (14-16) instructional team

SMALL THINGS WE DID DO

- "Life happens" policy for homework, lab reports, exams
- Rubrics



572 students



485 students





CHOOSE A STRATEGY

Choose the breakout room for the strategy that you'd like to discuss further.

#1: Rubrics/Scales#2: Focus on Learning#3: Retakes#4: Large Classes

https://tinyurl.com/ecots22grading



Anne-Sophie Charest anne-sophie.charest@mat.ulaval.ca Jack Miller jabmille@umich.edu Jennifer Ward jsward@clark.edu Jo Hardin jo.Hardin@pomona.edu Kathy Rogotzke Kathy.Rogotzke@niacc.edu Kelly Spoon kspoon@sdccd.edu Marian Frazier mafrazier@wooster.edu Scott Fallstrom sfallstrom@miracosta.edu

YOU

THANK















RESOURCES

BREAKOUT ROOM NOTES

• <u>Shared Google Doc</u>

EXAMPLES & RESOURCES

<u>Resources Doc</u>

DATA SOURCES

- <u>CODAP Sample Data Sets</u>
- <u>NHANES Data Portal</u>

WANT TO TAKE IT FURTHER?

- <u>Grading for Equity</u> by Joe Feldman
- <u>Alternative Grading handout</u> by Drew Lewis
- <u>The Grading Conference</u> June 3rd & 4th
- <u>Grading for Growth blog</u> by Robert Talbert and David Clark.
- <u>Ingrading</u> by Susan Blum
- <u>Specifications Grading: Restoring</u> <u>rigor, motivating students, and saving</u> <u>faculty time</u> by Linda Nilson
- **OBJ** Ungrading episode of Teaching in Higher Ed

