



Teacher Grading Strategies

Consider the strategies you use, or those used by the teachers in your school to ensure that grading is fair and free of conflict.

Compare these practices to the following list. Describe similarities and variances, and add to the list by including common strategies not provided below.

Grade yourself and/or other teachers based on the five strategies provided, and any additional strategies you added to the list. What scale would you use to assign the grades?

Strategy	How it is used by you/your teachers
<p>1. Grading Plan:</p> <p>Teachers make a plan for evaluating their students and stick to it. Evaluation procedures are defined in the course planning stage. Teaching assistants or colleagues contribute to the kinds of evaluation methods to be used. The teacher documents how student work will be graded and what proportion of the final mark is assigned to each assessment, exam, quiz, etc. Policy is defined for missed or failed tests and late assignments.</p>	
<p>2. Communicating with Students:</p> <p>Teachers take the earliest opportunity to communicate policies and expectations to students. Teachers explain how evaluations, marking procedures and policies will help to achieve learning goals. Teachers check for and address student questions or confusion about assessments and grading.</p>	



<p>3. Record Keeping:</p> <p>Teachers keep accurate records of the evaluation of each student throughout the term and school year.</p> <p>All elements that are included in the final grade are documented.</p> <p>Teachers keep (or can readily access through the school data system) their records for several (3 or more) years of student evaluations.</p>	
<p>4. Distribution of Grades:</p> <p>Distribution of grades is graphed or charted for each quiz or assignment.</p> <p>Uneven or highly skewed distributions are reviewed to determine the validity of the assessment method.</p> <p>Distributions are examined to assess the consistency of marking.</p> <p>Distributions are shared with other teachers who provide instruction in the same or related courses.</p>	
<p>5. Grade Challenges:</p> <p>Teachers provide a fair hearing to students who challenge their grade(s).</p> <p>Teachers are willing to re-examine their grading process when faced with a student challenge.</p> <p>Teachers rely on data in response to grade challenges.</p> <p>Teachers who provide retakes or make-up assignments use them consistently and not only when a grade is challenged.</p>	



Other:

Add any other strategies that are commonly used by faculty in your school, on which you would coach or advise.

- 1.
- 2.
- 3.
- 4.
- 5.

After reviewing the list and your responses, reflect on how you might seek individual coaching or peer mentoring to ensure your practice is consistent with the standards expected/required by the school and district. If you do not believe any coaching is necessary, explain why you believe this and describe your effectiveness in employing these strategies.

Strategies that require additional coaching and support: