

Figure 4.11: A Collaborative Team Analysis of Grading Practices

In your collaborative team, complete the following, and describe your practices during a grading period.

1. List all components used to determine a student's grade in your course, such as tests, quizzes, homework, projects, and so on. Are the components and the percentages assigned to each component the same for every teacher on your team? Do the percentages align with the actual percentage of total points?
2. What is the grading scale your team uses? Is it the same for every member? How does your team address the issue of the "really bad" F, such as a 39 percent that distorts a student's overall grade performance?
3. What position does your team follow for assigning zeros to students? If teachers assign zeros, how does your team address the elimination of those zeros before the summative grade is assigned (the goal is not to assign students a zero—in a PLC, the goal is to motivate every student to do his or her mathematics homework, prepare for tests, complete assignments, and so on)? Do you:
 - Drop one homework grade from the grading period?
 - Drop one quiz or test score per grading period?
 - Allow for student makeup or retesting on weak learning targets?
4. What is your collaborative team's position on makeup work for class? Is your makeup policy fair for students, and do all members apply it equitably? Does your makeup policy encourage and motivate all students to keep trying?
5. How does your collaborative team prepare students for a major unit exam or quiz? Do all team members provide students with the same formative opportunities for preparing for the learning targets?
6. How does your team provide for the immediate and corrective feedback on major quiz and test instruments? Do all students receive results, identify areas of weakness, and then act on those results within two to three days?
7. Does your collaborative team average letter grades or use total points throughout the grading period? Explain your current grading system. How does your team address the inequity caused by total points as part of a summative grade (in which it is impossible to offset zeros and one really bad F with enough good grades to accurately represent overall performance)?
8. How does your team provide for the strategic use of technology tools as an aspect of evaluating student performance during the unit?

Source: Adapted from Kanold, 2011b.