

Hannah Dunlap

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Reflection on Grading for Equity, Chapter 4: Traditional Grading is Misleading.

In this chapter, it discusses how teachers tend to have a bias without even knowing which can lead to grading based on behaviors rather than knowledge. Going along with biased based grading, there are some solutions to avoid this; such as not including names (or putting names on the back of an assignment) so that every assignment that is graded is based on knowledge and quality of the work. Another key point in this chapter is that single letter grades force teachers to make adjustments. For example, if a students' work is graded at an 89% which is a B, some teachers might feel the need to round up to a 90% which is an A, even though when it comes down to the quality of the assignment it was deserving of a B. After reading this chapter, variable grading has become more apparent of an issue that I previously had thought. Variable grading frustrates students as well as teachers, and it does not prepare for further education. When a student doesn't know how a certain teacher grades, or even goes from one class to another where the grading styles are vastly different, it causes anxiety around grades. When a student figures out how a teacher grades, the common theme is they will do the bare minimum to pass the class.

When it comes to other forms of grading that are less traditional, it can vary depending on the subject matter. In my content area, art, it really comes down to formative and summative assignments. Some examples of formative assignments that could be low points (or no points, just to see the progress of the class in general) include

exit slips answering a question about the current project, to asking the class as a whole on a scale of 1-10 how comfortable they are with finishing a project by a certain deadline. Summative assignments are generally the finished products of a unit. This can be assessed through the work of art itself, critiques, artist statements, and portfolios including the ideation process, sketches, and final product. A 4 point scale is a better way to grade (in my opinion) especially for art because it is so subjective; and not based on aesthetics, but rather the quality and effort/time put into an assignment. When it comes to grading equitably, we have to take into account several aspects of each student such as personal background, schooling history, etc. Grading without bias is hard, that is why we create rubrics to keep us in line with exactly how grades should be dispersed.