Thomas Guskey's Effective Grading Conclusions

- 1. Grading and Reporting are *NOT* Essential to the Instructional Process
 - Quick Tips:
 - use checklists for observation
 - look at spelling errors outside of spelling class (social studies essay)
 - not everything goes in the gradebook
- 2. No One Method of Grading and Reporting Serves All Purposes Well!

Quick Tips:

- Use narrative feedback
- Meet with students for conferencing
- 3. Grading and Reporting Will Always Involve Some Degree of Subjectivity!

Quick Tips:

- You're a professional be confident in your training
- 4. Mathematical Precision does NOT yield fairer or more objective grading!

Quick Tips:

- Consider a smaller scale of numbers
- Don't hide behind the math
- Don't let the numbers in your gradebook, overshadow your professional judgement
- 5. Grades have Some Value as Rewards, But NO Value as Punishments!

Quick Tips:

- Find ways to motivate low performers
- Low grades =my teacher hates me
- 6. Grade Distributions Reflect Both:
 - a. Students' Level of Performance
 - b. The Quality of the Teaching

Quick Tips:

- You own AT LEAST 51% of what happens in your classroom, because you are a fully formed adult
- When you reflect on assessment in the context of your instruction, does the outcome match what you expect?
- 7. High Percentages are NOT the same as High Standards!

Quick Tips:

- Do students excel in your class, but not on standardized tests?
- 8. Report Cards are but *One Way* of Communicating with Parents!

Quick Tips:

- There are dozens of ways- if the report is the first communication of performance, you have missed opportunities
- 9. Grading and Reporting should *Always* be done in reference to *Learning Criteria*, Never "On the Curve" Quick Tips:
 - Make sure you are not grading against highest performer in the class
 - Don't be Mr. D.

Guiding Questions

- 1. What are the major reasons we use report cards and assign grades to students' work?
- 2. Ideally, what purposes should report cards or grades serve?
- 3. What elements should teachers use in determining students' grades? (For example, major assessments, compositions, homework, attendance, class participation, etc.

Six Purposes of Grading

- 1. Communicate the Achievement Status of Students to Their Parents and Others
- 2. Provide Information for Student Self-Evaluation
- 3. Select, Identify, or Group Students for Certain Educational Programs
- 4. Provide Incentives for Students to Learn
- 5. Document Students' Performance to Evaluate the Effectiveness of Instructional Programs
- 6. Provide Evidence of Students' Lack of Effort or Inappropriate Responsibility

Notes and Takeaways	