

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 .

