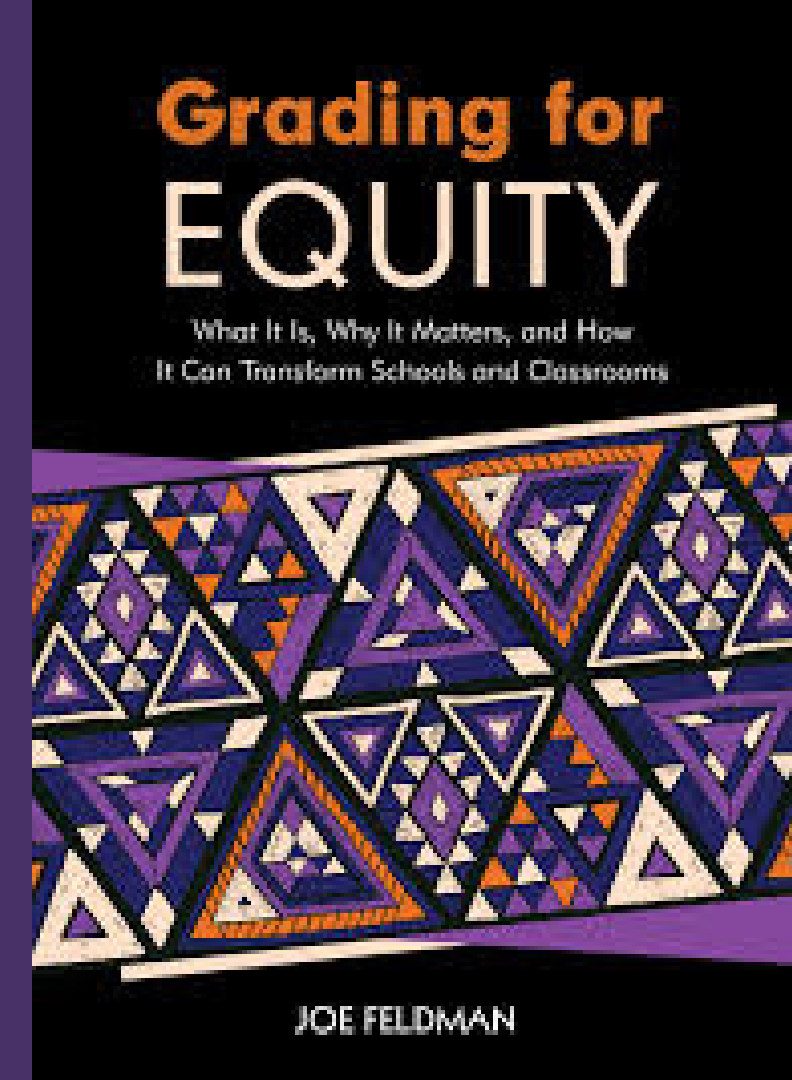


Grading for Equity: Ch 9



TODAY'S PRESENTERS:

MELANIE BROWN, ELA AND SOCIAL STUDIES TEACHER AT ELLSWORTH ELEMENTARY/MIDDLE SCHOOL IN ELLSWORTH, MAINE

STEPHANIE HENDRIX, ELA AND HUMANITIES TEACHER AT BANGOR HIGH SCHOOL IN BANGOR, MAINE

WELCOME!

A few reminders before we begin:

-Please mute yourself when you're not speaking.

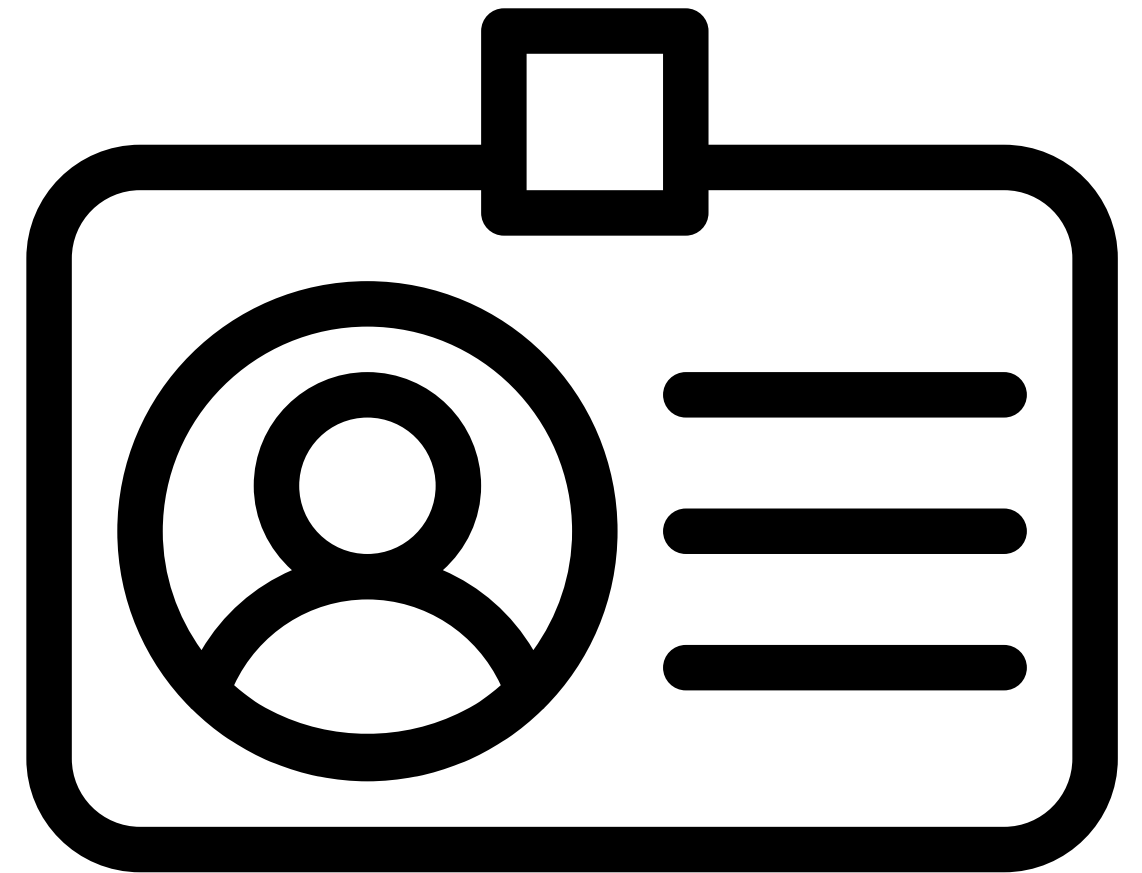
-Have note-taking materials and your *Grading for Equity* book handy throughout the session.

-Please use the chat for any comments and questions.

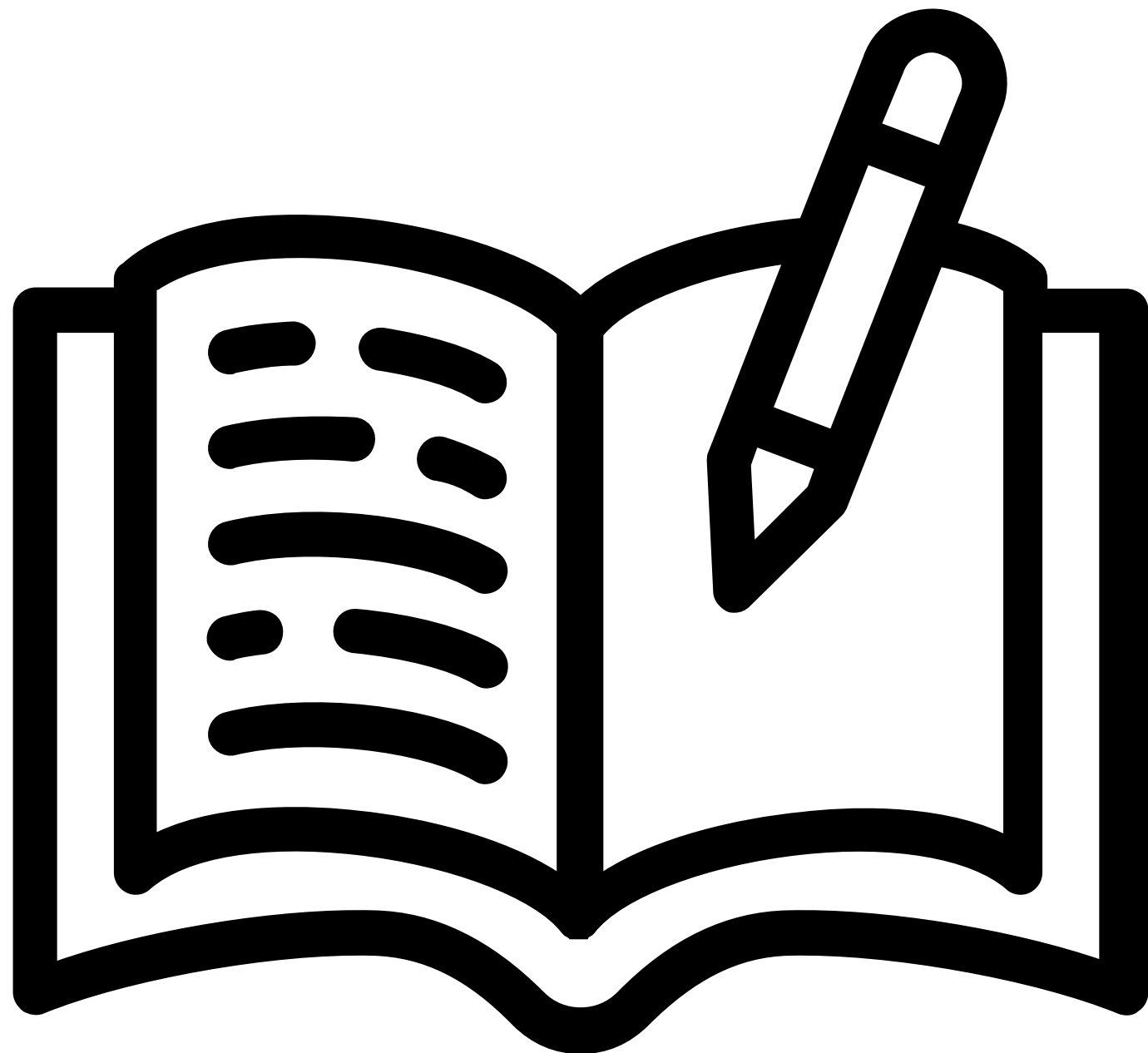
INTRODUCTIONS

In the chat, please let us know:

- Your name and pronouns
- Where and what you teach
- The song on your playlist that energizes you right now



GRADING FOR EQUITY: CHAPTER 9



01

Grades based on the required content of the course, not extra credit.

02

Grades based on student work, not the timing of the work.

03

Alternative (nongrade) consequences for cheating.

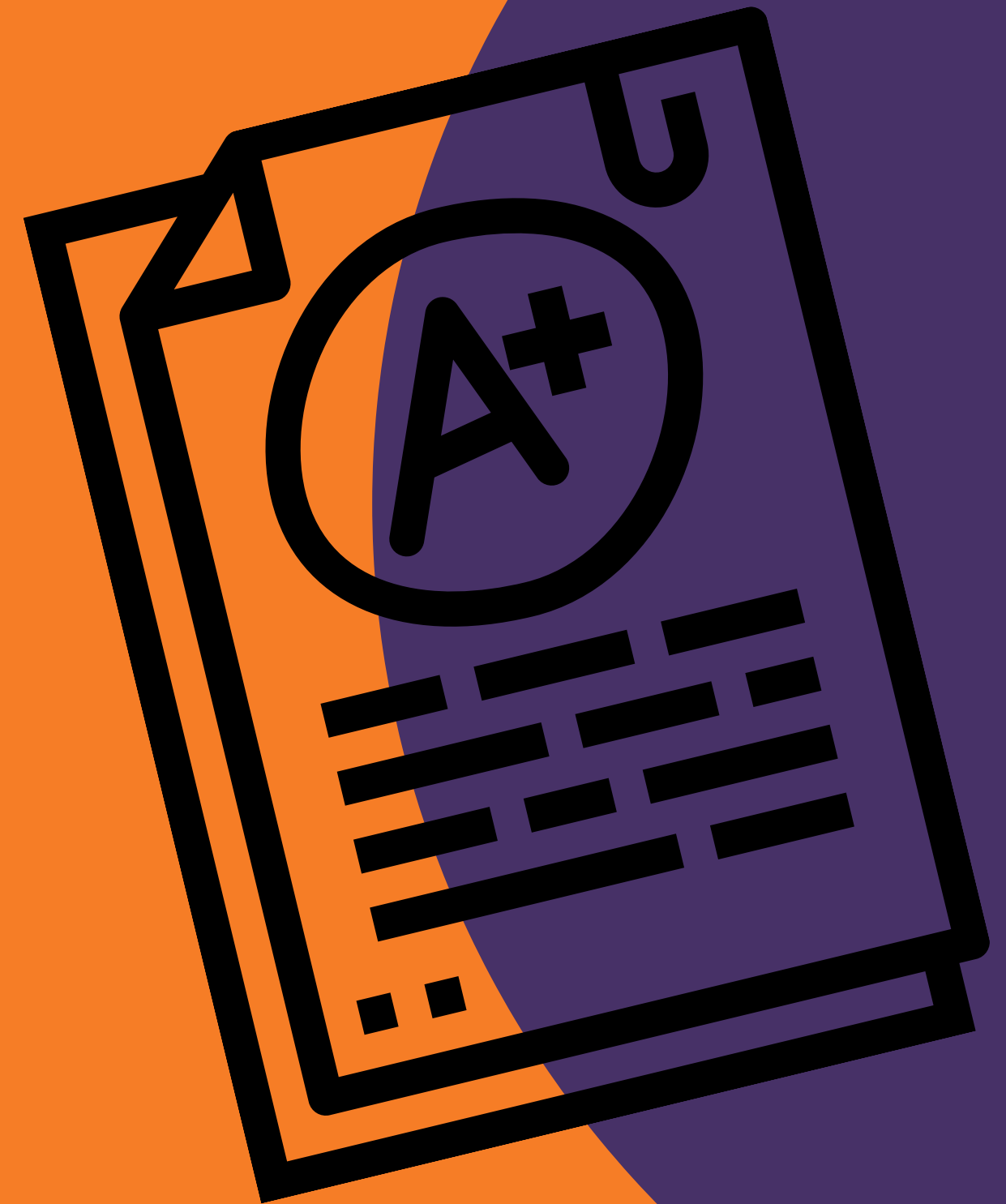
04

Excluding "participation" and "effort."

PILLAR 2: BIAS-RESISTANT

DRIVING PRINCIPLE:

"Grades should be based on valid evidence of a student's content knowledge, and not based on evidence that is likely to be corrupted by a teacher's implicit bias or that reflects a student's environment" (109).



A question for you:

If you have used BONUS POINTS or EXTRA CREDIT as part of your classroom practice or grading system, please use the chat to let us know what sorts of activities you would award EXTRA CREDIT for.



Grading for EQUITY

What It Is, Why It Matters, and How
It Can Transform Schools and Classrooms



JOE FELDMAN

EXAMINING EXTRA CREDIT



"Extra credit renders a grade inaccurate because it reflects information unrelated to a student's knowledge of the content" (114).

"Extra credit, although it's optional and open to all students, doesn't allow all students to take equal advantage because it requires extra resources beyond the course requirements" (114).

"If the work is important, require it; if it's not, don't include it in the grade."

A question for you:

Please respond to the following poll question:

Do you deduct points
from students' grades if
they turn work in late?



Grading for EQUITY

What It Is, Why It Matters, and How
It Can Transform Schools and Classrooms



JOE FELDMAN

WHAT'S THE ALTERNATIVE TO LOWERING GRADES FOR LATE WORK?



"When students are allowed to have more time to complete assignments, they can work around unpredictable events or overpacked schedules, have less incentive to copy, and can take more pride in doing their best work" (116).

Two questions for you:

Please respond to the following poll questions:

When students cheat, do they get an automatic ZERO for a grade?

If students cheat, are they made to re-do the assignment on their own?

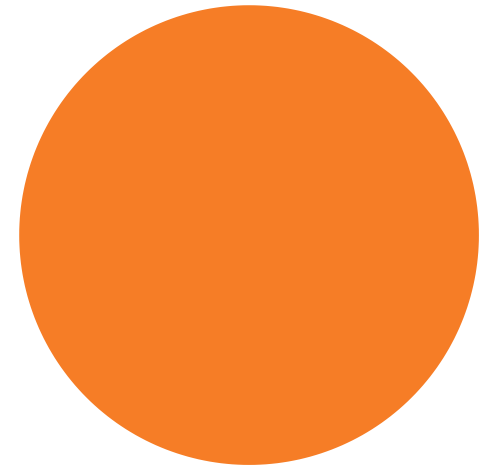
Grading for EQUITY

What It Is, Why It Matters, and How It Can Transform Schools and Classrooms



FELDMAN

REHABILITATIVE CONSEQUENCES



"If we want (and even encourage) students to learn from mistakes and to master course content, then we have to reconsider the zero as a punishment for cheating...the student who cheats should be required to rehabilitate herself by doing the assessment or assignment" (119).



A question for you:

Please use the chat to let us know:

Aside from grading participation and effort, what sorts of things do you do in your classroom to encourage students to engage and do their best work?

Grading for EQUITY

What It Is, Why It Matters, and How
It Can Transform Schools and Classrooms



FELDMAN

BIAS-RESISTANT GRADING

"Including points for Participation behaviors has no place in a student's grade. It doesn't include valid evidence of a student's content knowledge, and it is based on criteria that is entirely subjective and inevitably corrupted by our implicit bias" (121).

"Bias-resistant grades means that we must limit the impact of our biases by limiting elements of a grade that are judgments of our students' behaviors" (120).



"REWARDING CERTAIN BEHAVIORS IS MEANT TO SUPPORT STUDENT LEARNING BUT IT FORCES STUDENTS TO FIT WITHIN A SET OF BEHAVIORS ANCHORED TO THE TEACHER'S SUBJECTIVE, IMPLICITLY BIASED IDEA OF WHAT A SUCCESSFUL STUDENT IS - BEHAVIORS THAT MORE OFTEN THAN NOT ARE THE BEHAVIORS THAT THEIR TEACHER HAS AND VALUES, EMBEDDED WITHIN THAT TEACHER'S SPECIFIC CULTURE, UPBRINGING, AND LEARNING STYLES" (121).



BREAKOUT ROOMS

01

We'll be using **JAMBOARD** as a way of tracking the conversation in your groups today. The link is in the chat!

02

Slide one includes the discussion questions. Use the arrow at the top to find the slide that corresponds to your breakout room number.

03

Use the sticky notes and text boxes to capture your thinking. Rearrange them as themes emerge. Include questions for when we reconvene as a whole group.

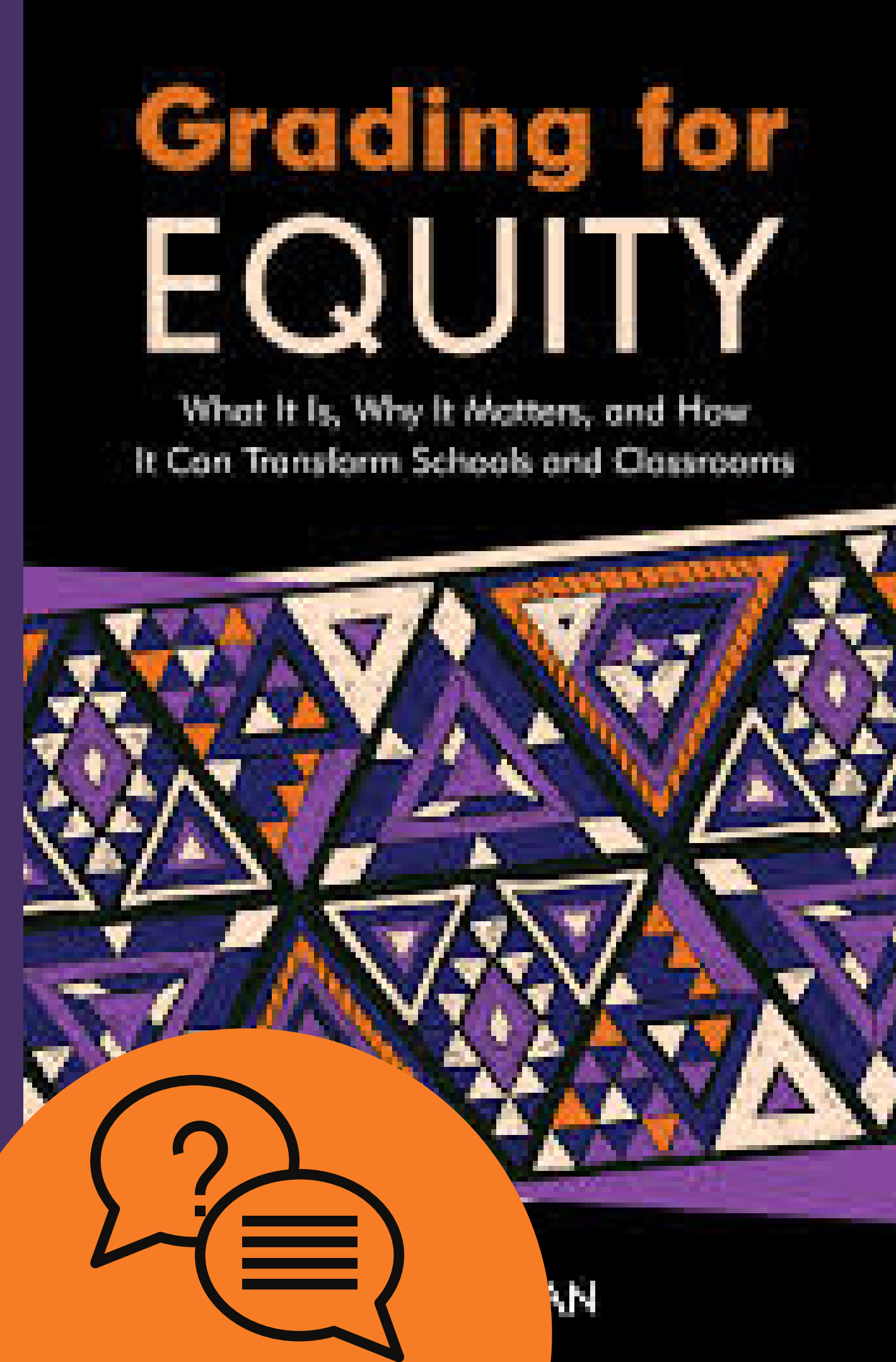
GRADING FOR EQUITY: CHAPTER 9

QUESTIONS FOR CONSIDERATION:

- If there are things you routinely offer extra credit for, why have you not made those activities required parts of your curriculum?
- How might you reevaluate your late work policy to give students time to learn and master content?
- Is a zero the best punishment for cheating? What else might work to rehabilitate student learners?
- Which student behaviors do you grade? How can students be taught how participation and effort are means for learning, not ends in themselves?

Grading for EQUITY

What It Is, Why It Matters, and How
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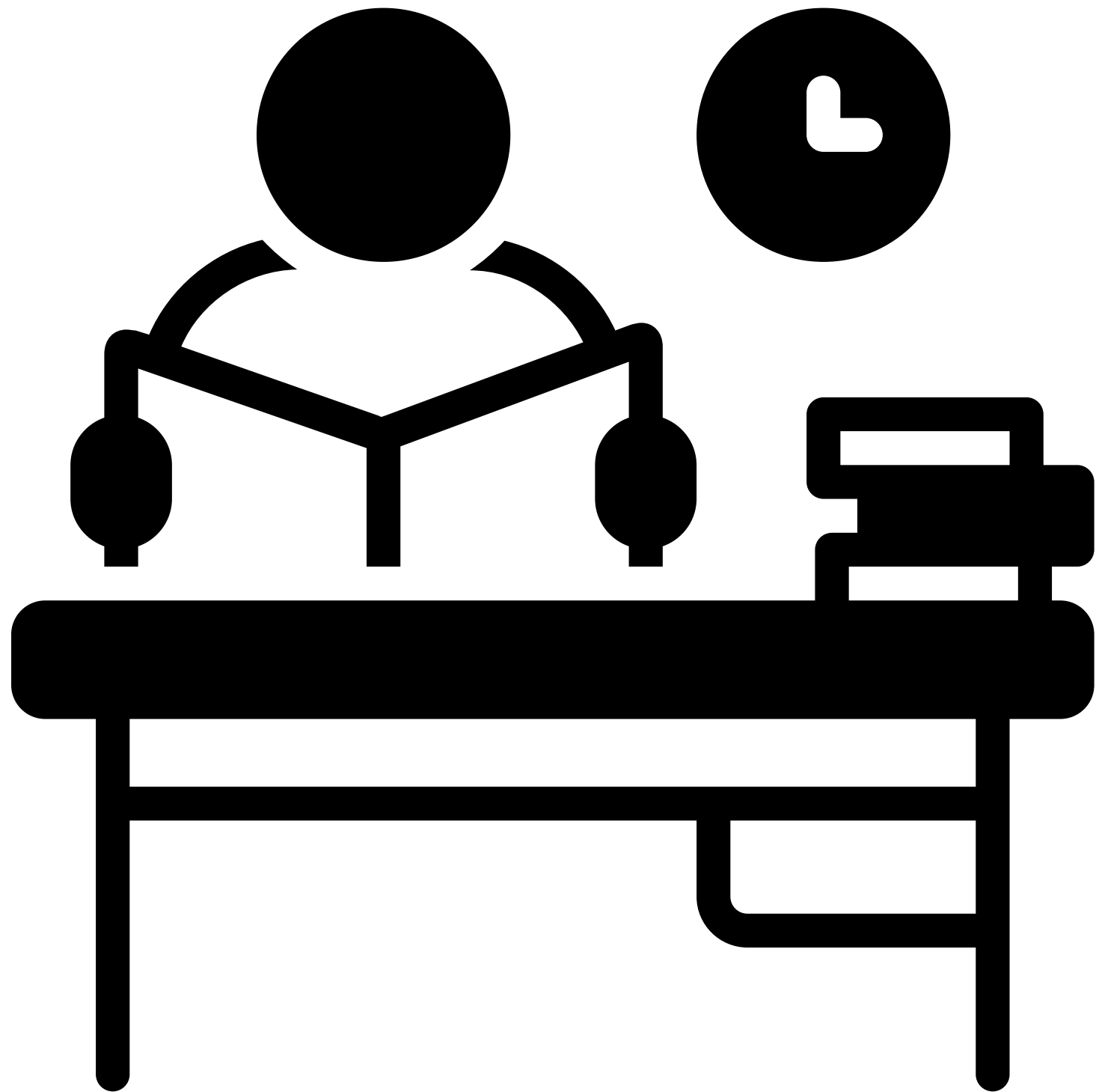


SHARE OUT



CHAPTER 9

REVIEW



01

Grades based on the required content of the course, not extra credit.

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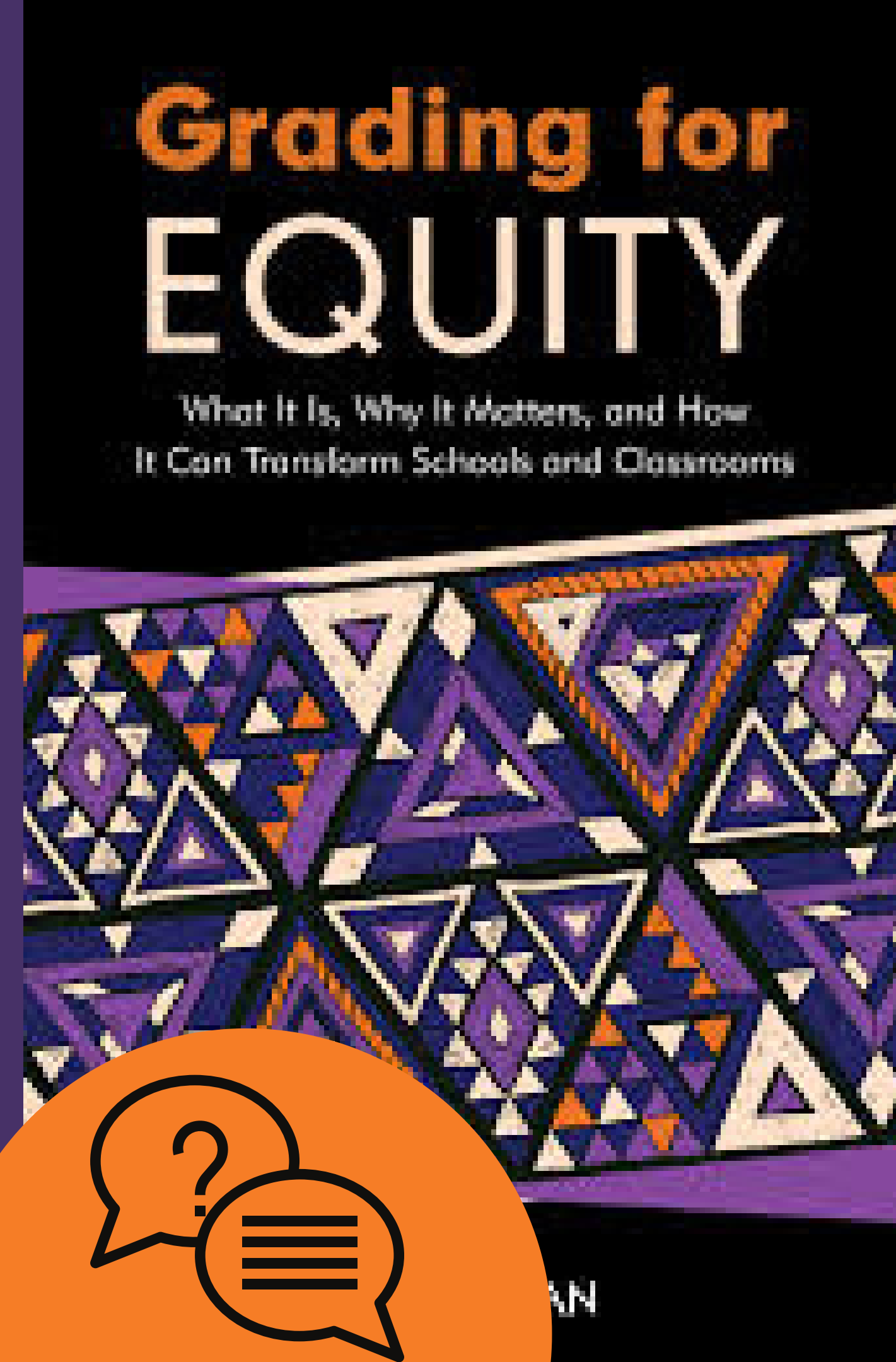
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Grading for EQUITY

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REMINDERS FOR NEXT TIME:

**-Check out the reading guide
for CHAPTER 10**

-Read CHAPTER 10

**Next time we'll focus on homework and grading
summative versus formative assessments.**

