

## Grading Tips

- **Use rubrics.** Conduct a class discussion in which students develop a rubric to be used for scoring performance tasks. This allows students to gain an understanding of expectations for solutions to multi-step problems.
- **Use notebook/homework quizzes** as a way to easily assess if students are doing their homework. Provide students with a list of 10 homework problems to copy from their notebook (no textbooks) and you grade these problems. This also allows student more time to do homework if they get something they don't understand.
- **Create macros in a spreadsheet** to make grading easier.
- **Avoid all-or-nothing grading schemes.** Insist on fully detailed explanations whenever your students solve problems, and reward reasonable efforts with partial credit. This encourages students to value the *process* of solving a problem as much as the *product* of obtaining a correct answer.
- **Uses pluses, not minuses.** Use positively oriented credit accumulation; that is, use "+2 out of 4 points" rather than "-2 out of 4 points."
- **Test yourself.** You should be able to complete a test in a quarter of the time that your students will have.
- **Be careful of "indiscriminate zeroes."** Some teachers give zeroes for work not turned in, but watch what happens. Say a student has gotten 99, 92, 97, 93, and 99 on five assignments; her average is 96. But for whatever reason, she fails to turn in a sixth assignment, and she is given a zero; her homework average plummets to 80. This makes a student who normally does A-level work look like a C student. Assessment expert Ken O'Connor suggests the following:
  - Work that is not submitted will be identified as *I* (incomplete.) Zeroes will not be used.
  - Students are expected to complete all required work and will be given opportunities to do so.
  - Late work may be penalized 2% per day, but no more than a maximum penalty of 10% will be enforced.