**Teaching@Purdue: Making Assessments and Grading Equitable**

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| Subject/Course: |  |
| Topic: |  |
| Title: |  |

The following questions are designed to help you identify an appropriate grading structure for your class

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| What do grades mean in the context of your class:  Are there definitive levels of achievement students should reach for a particular grade?  Are students compared against themselves to reflect growth during the course?  Are students compared against each other to determine grades? (note: except for in exceptional circumstances we highly recommend against systems rooted in comparison)  Is it a combination or something else? |
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| What steps can you take to ensure grades in your class are an accurate representation of the meaning described above:  Are students measured at multiple points during the course?  Are there opportunities to make up for early struggles that a student overcomes during the course?  If you have group work, how can you ensure the grade reflects a particular student’s achievement? |
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| What steps can you take to minimize the potential for bias in your grading system:  Are there instances where students’ grades may change (for better or worse) based on their behavior that is not directly connected to the course outcomes and objectives (attendance, lateness, extra credit, etc.)? |
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| If participation or engagement factors into a student’s grade, how can it be done in a way that minimizes instructor bias? Are there specific skills students will be demonstrating? How is this incorporated in the course outcomes, and how are students offered instruction, practice, and guidance to succeed? |
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| How will you convey to students a belief in their ability to maximize their achievement in the class, and to earn high marks? How will you convey this belief and support them after they have struggled on an assignment or task? |
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| How will you discuss your grading system and structure with students? |
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