The (Un)Grading Spectrum

*most ungrading classrooms end up being some combination of different pieces of these assessment models, much like the gamification example below

Traditional (Events-Based) Grading
- grades come from assignments, quizzes, tests, etc. and are entered into the gradebook, and possibly weighted, based on event. Using either 0-100% (highly inaccurate) or 0-4 (more accurate; possible to get consistency in a school, difficult between schools, nearly impossible between divisions/districts).

Contract (or Labour-Based) Grading
- students accumulate points based on completing certain tasks. Tasks may be returned and revised repeatedly until deemed acceptable.

Minimum Grading
- a traditional, events-based grading system where there is a minimum grade (usually 10% below failing) to adjust for inequities of the 0-100% scale and help maintain motivation.

Specifications Grading
- teachers determine the specifications needed for each assessment to be deemed acceptable (usually B-level or better). Students can then revise work until it is acceptable.

Skills-Based Grading
- standard events like assignments, quizzes, tests, etc. are broken down in the skills they evaluate. Skills are based on critical thinking and problem solving, not content. The content is a means of developing those skills. Student progression on each skill is then recorded in the gradebook. Skills are developed throughout the course, regardless of chapter.

Pass/Fail
- there is no course grade, only a determination by the teacher and/or student as to whether or not the student has met the criteria of the course.

Going Gradeless Fewer Grades, Decreasing Student Anxiety

There's nothing wrong, this is what we've always done and its fine. Anything else only works in unrealistic schools.

Grading needs to be improved, but is the professional responsibility of the teacher, students have no place in the process.

Grading lacks validity without student input. Students must be part of the process. Equity can only come from involving the student.

Grading of any sort is the antithesis of learning and does irreparable harm to students. It must be completely removed.

Standards-Based Grading
- standard events like assignments, quizzes, tests, etc. are broken down into the outcomes they evaluate. Making it easier to identify strengths and work on areas of struggle. The results of the outcomes are then recorded in the gradebook. Outcomes are often organized by chapter, so content is always progressing, and may or may not be addressed again until a mid-term or final exam. Still, many of the same consistency issues as traditional grading.

Mastery-Based Grading
- every summative assessment (test, project, etc.) is cumulative giving students new opportunities at old content. Only when an outcome has been mastered, is it recorded.

Collaborative Grading
- grade criteria and skill/outcome criteria are co-constructed with students. Students monitor their own progress and determine their grade. Teacher provides feedback. They present and defend their grade with evidence of their work during a 1-on-1 interview. Students effectively decide what is formative and what is summative in the course and include it in their portfolio to justify their grade.

Student-Determined Grades
- students are taught to self-assess and determine their own grade in whatever manner they see fit. This grade is then presented to the teacher and accepted as their grade in the course.

Gamification
- the use of video game psychology (that is, the methods utilized to make video games engaging, and even addictive) overlaid on a course structure. Often involves the accumulation of points (starting at 0 to promote growth), tracking of skill development (to bring focus to critical thinking and problem solving), collaborative/team-based activities, and focuses on the opportunity to learn from mistakes (to build perseverance and resilience). Often implemented with a variety of different pieces from this spectrum. Not to be confused with *gamifying* the classroom where learning is done through video games.