

Wednesday, Oct 5, 2022

Focus: Introduction to Ungrading

Readings:

- Alfie Kohn, "[The Case Against Grades](#)" → If you prefer a video or want to hear the author speak, here's a quick clip: "[Why Grades Shouldn't Exist](#)"
- Optional: Jesse Strommel, "[How to Ungrade](#)" (blog post)

Sample Assignment/Syllabus:

- [200-level English sample syllabus language & assignment](#)
- [Sample Chemistry class with Ungrading](#) (several documents linked)

Please read what you have time to read and what serves you. If you can't get to everything, that's fine! We'll talk about what makes most sense to talk about at our meetings based on what we were collectively able to read.

Wednesday, October 12, 2022

Focus: Contract/Labor-Based Grading

Readings:

- Jane Danielewicz and Peter Elbow: "[A Unilateral Grading Contract to Improve Learning and Teaching](#)."
 - *The whole article is not toooo long and gives an overview of contract grading (a form of upgrading and the precursor to labor-based grading), but if you're pressed for time, reading pp. 1-10 will suffice!*
- Asao Inoue, Chapter 4: "[What Labor-Based Grading Contracts Look Like](#)."
 - *This chapter is 40 pages, and I don't think you need to read all of it. You can get the basics from pp. 129-140.*
- Optional: Kristina Reardon and Vanessa Guardado-Menjivar: "[Perceptions of Fairness in Summer Bridge Classrooms with Contract Grades](#)."
 - *Short article—5 pages—on why I moved away from Danielewicz & Elbow's model and moved to a version of Inoue's model.*

Sample Assignment/Syllabus:

- [Japanese Art Class \(contract starts on p. 13\)](#) and [extra labor assignments](#), using Asao Inoue's model (which uses Elbow's model)
- Amherst Writing class: [simplified contract](#) + [syllabus with statement on alternative grading](#) + [sample assignment](#), breaking from Asao Inoue's model and labor logs for a more streamlined approach
- Computer Science Class: [video on using labor-based grading \(3 minutes\)](#), plus a [longer video \(42 minutes\)](#) on how to do this in a computer science class. Go to minute 12:50-21:10 to see the details/model. From 21:10 onward, the description is of how to reorganize the course.
- Explanation of [contract grading in a biology class](#) (5 pages – you'll have to click "download PDF")

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Wednesday, October 19, 2022

Focus: Introduction to Specifications Grading

Readings:

- Linda Nilson, "[Yes, Virginia, There's a Better Way to Grade](#)" (Inside Higher Ed article—short)
- Briana Bryraktar, "[Tips: Specs Grading](#)" (Higher Ed Praxis Substack—blog-style)
- Amanda Rosen, "[Specifications Grading](#)" (blog). This first entry describes how Rosen converted her traditional syllabus to a Specs Grading syllabus.
 - *Optional: Additional posts from Rosen chronicle her journey through her first semester using Specs Grading; see: [post 2](#) (weeks 1 + 2), [post 3](#) (on partial credit and using tokens), [post 4](#) (on requiring too much work), and [post 5](#) (end of semester reflections).*
 - *Optional: Eric M. Reyes, "[Implementing Specifications Grading in a Statistics Course](#)." (This is a workshop in worksheet form that you can reference later if you choose to try Specs Grading in your own class).*

Sample Assignment/Syllabus:

- Georgia Journal of Science, "[Variations of Specifications Grading in STEM Courses](#)" (16 pages; but you can skip the first several pages and just read pp. 8-16 to see three distinct ways that Specs Grading systems were implemented in a variety of Chemistry, Physics, Calculus, Algebra, and Anatomy & Physiology classes).
- [Example of Specs Grading](#) in a Computer Science class, with a [blog](#) about it (including a video that the professor used explaining the system to the students).
- [Specs Grading in a Statistics class](#). This is a website that includes the course syllabus, rubric for class questions, module-level objectives, etc. for an introductory class as well as three other class types.
- [Specs Grading in English](#) (composition & creative writing). Website with links to syllabi and other documents.

Please read what you have time to read and what serves you. If you can't get to everything, that's fine! We'll talk about what makes most sense to talk about at our meetings based on what we were collectively able to read.

Make a bundle on reflection!

Wednesday, November 2, 2022

Focus: Mastery Grading (or, sometimes: Standards-Based Grading)

Readings:

- Kareem Farah, "[How to Set Up Mastery Grading](#)" (podcast + reading – opt into one or both). Podcast=56 minutes.
- David Clark, [Mastery Grading Q&A](#): a handout from the 2022 Grading Conference

- [Mastery Based Grading with Dr. Clarie](#) (8-minute YouTube video explaining Mastery Based Grading system directed at students)

Sample Assignment/Syllabus:

- Mastery Grading Materials for Mathematics Courses. *Google Drive*. Retrieved from <http://goo.gl/6wMAHb>
- Mastery Grading Materials for Chemistry Courses. *Google Drive*. Retrieved from <https://bit.ly/3xhlAUQ>

Wednesday, November 8, 2022

Focus: Scalability

- [Reasonable Reassessments](#) (Blog post on Grading for Growth website)
- [Flash Feedback](#) (Blog on Cult of Pedagogy)

Optional: [Self-Paced Learning](#) (Blog on Cult of Pedagogy) → in response to questions on handling self-paced learning in mastery graded classrooms

Wednesday, November 16, 2022

Focus: Workshopping Sample Materials

Faculty members: bring in an artifact that you would like to use for a future class

Possible examples:

- Self-evaluation (for students)
- Grading contract or plan
- One assignment that employs alternative grading methods