

🌟 Excellent “[Alternative Grading](#)” handout from Drew Lewis ([@siwelwerd](#))

Alternative Grading Resources

Mastery-Based / Standards-Based Learning and Grading

- ▶ [Using MBL Principles in Writing & Literature Courses](#)
- ▶ [Motivating Students: Key Factors](#)
- ▶ [Single-Point Rubric](#)

Labor-Based Grading

- ▶ [Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom](#)—Asao B. Inoue
- ▶ [Student LBG Reflections](#)
- ▶ [A Unilateral Grading Contract to Improve Learning and Teaching \[co-written with Jane Danielewicz\]](#)—Peter Elbow

Specifications Grading

- ▶ [Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time](#)—Linda B. Nilson

Ungrading

- ▶ A comprehensive [Ungrading Reading List](#)



- ▶ [Wad-Ja-Get? The Grading Game in American Education](#)—Howard Kirschenbaum, Rodney Napier, and Sidney B. Simon; With a new introduction by Professor Barry Fishman
- ▶ [Punished by Rewards](#)—Alfie Kohn (plus “[The Case against Grades](#)”)
- ▶ [Hacking Assessment: 10 Ways to Go Gradeless in a Traditional Grades School](#)—Starr Sackstein
- ▶ [Grading for Equity](#)—Joe Feldman
- ▶ [UNgrading: Why Rating Students Undermines Learning \(and What To Do Instead\)](#)—Susan D. Blum, Editor

Some of my #Ungrading Stuff

- ▶ The [#UngradingSlowChat](#) (June-December 2020)
- ▶ The [#Ungrading Virtual Book Club](#) (December 2020-June 2021)
- ▶ The [#Ungrading Edcamp](#) (November 4-6, 2021)
- ▶ The [Let's Talk! #Ungrading](#) Twitter Spaces convos (December 2021-current)
- ▶ [Crowdsourcing Ungrading](#) (open, CC-licensed text, with contributions from #ungrading folks)
- ▶ [Ungrading: A Road to Equity](#) (my default presentation)
- ▶ [Questions about ENGL-121](#) (my *liquid* syllabus in which I introduce my ungrading assessment to students)
- ▶ [Charter for Compassion](#)



- Coming soon (I hope!). . . an open, CC-licensed children's book—
Gone Goes the Grade Bunch: An ungrading book for kids who see learning for what it is!



Small things you can do tomorrow to start ungrading

1 Change how you talk about assessment

Ungrading works best as part of a holistic pedagogical practice. Use words like “ask” or “invite,” rather than “submit” or “required.” Ask students about their expectations for their work, rather than centering yours.

3 Grade less stuff, grade less often, grade more simply

Create space in your course for discovery and experimentation. Use a grading scale that feels less arbitrary and communicates more clearly to students. Ask students to do work that you don't “collect.”

2 Invite students to a conversation about grades

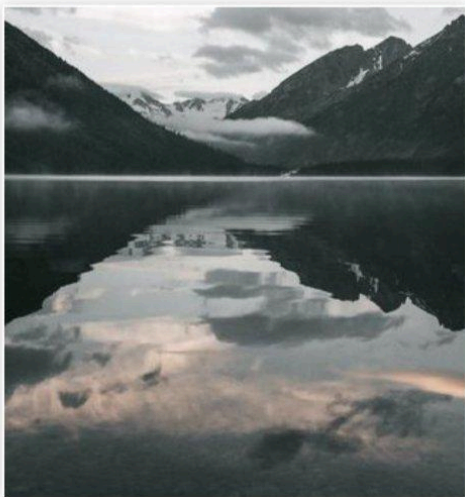
Ask students how being graded makes them feel, how it affects their motivation. As a group, read and discuss a piece like Alfie Kohn's “The Case Against Grades.”

4 Ask students to reflect on their own learning

Even if you change nothing else about how you grade, ask students when and how they learn. Ask what barriers they face. Listen. Believe the answers.

► My Labor-Reflex Model

Labor-Reflex Model



- **Merges a little something** of all approaches—trust, agency, reflection, positive attention, equity, & community
- **Default labor** tied to A grade w/ opportunities to control labor & “best by” due dates
- **Ton of reflection** —scope, intensity, & meaning from labor—w/ the Final Self-Assessment to determine grade
- Goal—Ss grow to **reflexively labor w/ mindfulness**, w/ a mindset focused on growth as a result of their labor being recognized