

JUMP into Grading

An Independent Course of Study HBM 1725

REALISTIC STRATEGIES FOR TEACHERS OF 9TH-12TH GRADE

Course Name: Grading for Equity 1

An Independent Course of Study in the classroom setting: 1 unit

Dates: Open enrollment; aim to complete coursework by 12/31/26

Instructor of Record: Cathy Gould-Harrison (209) 406-1827 (cell)

Instructor for This Course: Jennica Harrison

For all inquiries about this specific course, please email: jennica@jumpintopd.com

COURSE DESCRIPTION:

This **first course** in this book study series centers on the critical topic of grading in education, a practice with profound implications for students' academic success and life trajectories. The course text titled “**Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms**” by **Joe Feldman** offers a comprehensive exploration of equitable grading practices that promotes accurate assessment, mitigates biases, and fosters student motivation and learning.

Through this course, educators will delve into research-based strategies to transform traditional grading systems, taking into account the evolving educational landscape shaped by recent global events and social movements. Participants will gain practical insights and tools for implementing equitable grading practices in their classrooms, with a focus on enhancing student outcomes, empowering teachers, and cultivating inclusive learning environments. Led by an expert facilitator and grounded in his real-world experiences, this course will challenge participants to reimagine grading as a catalyst for creating rigorous, humane, and equitable educational experiences for all students.

COURSE MATERIALS:

- Feldman, Joe. *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms*. 2nd ed., Corwin, 2024.

PRIMARY LEARNING OUTCOMES:

1. The teacher will be able to explain the common struggles that teachers and principals face regarding grading.
2. The teacher will be able to identify several reasons for why it is difficult for teachers to critically examine their grading practices.
3. The teacher will be able to explain the significant societal trends and beliefs in the United States during the first half of the twentieth century, and how they manifested in schools.
4. The teacher will be able to explain the origin of the 0-100 / A-F grading system and identify the influential historical events that led to its creation.
5. The teacher will be able to explain how the use of letter grades, “points”, percentages, averages, and including behavior in grades send mixed messages to students about the role of

mistakes in learning and the importance of intrinsic motivation.

6. The teacher will be able to explain the mathematical weaknesses of traditional grading calculations, how they render our grades less transparent and less valid, and how they incorporate implicit biases and disproportionately harm historically under-served students.
7. The teacher will be able to explain how being judged for every mistake, awarded points for their actions, and faced with complex and variable grading impacts student motivation to learn.
8. The teacher will be able to explain how implicit bias affects our thoughts and actions and reflect on how their own implicit bias affects their thoughts and actions in the classroom.

COURSE REQUIREMENTS:

1. In class assignments include assigned reading, reflections, a single comprehension quiz/test, and a final course reflection that demonstrates proficiency in the primary learning outcomes.
2. The Instructor will evaluate understanding of course learning outcomes through evaluation of the participant's final score on the comprehension quiz/test and submission of the final course reflection.
3. Although intended to be a course you may complete in 4 weeks, you may complete and submit coursework at any time. All assignments are separated into modules and below is a breakdown of the estimated time of completion for each module:

Module 1: 2 hours **Module 2:** 1.75 hours **Module 3:** 2.25 hours **Module 4:** 9 hours

4. *Fresno Pacific Students Only: In order to have your work graded you must complete and turn in ALL assignments and submit the final course completion form.*

GRADING:

Participants receive a Credit/No Credit at the end of the course based upon the following:

- A score of 79% to 100% will equal a final grade of Credit. A score below 79% will result in a final grade of No Credit.
 - A grade of "Pass" indicates all requirements have been fully and competently met.
 - A grade of "No Pass" indicates that performance has not met the minimum level of expected competence.

**Because this is a dual enrollment course between Jump Into PD and Fresno Pacific University, teachers that do not "pass" this course after their first attempt will be given the opportunity to resubmit coursework within 1 year of their initial registration.*

Policy on Plagiarism

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism and the use of AI, will be handled according to the procedures set forth in the Fresno Pacific University Catalog. Please also see [Jump Into PD's Academic Integrity Policy Document](#).

Below is an outline of each assignment and the total points possible for each.

Module 1: Introduction		
Time Estimate	Assignment Description	Points Possible
60 min	Course Orientation and Prior Knowledge	N/A
60 min	Preface and Prologue Reading and Reflection	N/A
Module 2: Foundations		
60 min	Chapter 1 Reading and Reflection	N/A
45 min	Chapter 2 Reading and Reflection	N/A
Module 3: The Case for Change		
45 min	Chapter 3 Reading and Reflection	N/A
60 min	Chapter 4 Reading and Reflection	N/A
30 min	Chapter 5 Reading and Reflection	N/A
Module 4: Applying This Knowledge in the Classroom		
150 min	Foundations of Equitable Grading Comprehension Quiz/Test	100
90 min	Implicit Bias Testing and Reflection	N/A
120 min	Examining How Chapters 1-5 Have Already Changed You as an Educator	N/A
180 min	Reflection of Learning	100
	Total Points Possible:	200 points