

Title: Grading.

Grading is one way to provide feedback to your students and should be done fairly and consistently.

- Grading has huge impacts on **student motivation, learning, and success**.
- Grading is useful for **providing feedback** to students.
- Fair grading can take time and preparation, but **saves time and effort** later.
- Effective grading means you will not need to handle regrade requests and may **boost your student evaluations**.

What are grading best practices?

Grading Dos:

- **Generate a rubric** when you are creating your assessment.
- Wait to grade the assignment **until you have received all student responses** - this may mean waiting a few days until you receive exams from the Disability Services Office.
- "Pre-grade" a few assignments against your rubric - **is your rubric working?**
- If so, great, keep grading!
- If not, it's time to reassess your rubric.
- **Grade one page or one question at a time** for all students. This helps you be consistent.
- Consider your mood - only **grade when you are in a good mood** and take breaks!
- **Be reflective on your teaching** - did you match your rubric, assessment, and teaching?

Grading Don'ts:

- **Don't look at student names**. If necessary, go through and flip over the first page ahead of time so you don't bias yourself.
- **Don't grade in the same order each time**. If you alphabetize the exams ahead of time, split them into piles and don't grade the piles in the same order. Sometimes start at the end of the alphabet!
- **Don't base student grades off of previous performance** on other questions or other assignments. Don't even peek at another page - this is confirmation bias!

In addition to scores, when possible, provide: **written feedback to your students, share your rubric, and emphasize learning over scores**.