Chapter 11

Grading and Reporting
Chapter 11 – Grading and Reporting

Studying this chapter should enable you to:

- Distinguish between absolute grading and relative grading
- Describe how to select a proper frame of reference, or standard, for assigning grades
- Explain why learning ability, improvement, and effort provide a poor basis for grading
- Describe and defend the grading system you would use in your area of instruction
Chapter 11 – Grading and Reporting

Studying this chapter should enable you to (continued):

- Demonstrate how to properly weight components to be included in a grade
- Describe a rationale for making the pass-fail decision
- Write a statement, to be given to students, that describes your grading procedures
- Report learning progress to students and parents
Selecting the Basis of Grading

- **Types:**
  - Absolute Grading
    - Letter grades based on a point system
  - Relative Grading
    - Letter grades based on a percentage system
  - Learning Ability, Improvement, and Effort
  - Combination of Absolute and Relative Grading
Absolute Grading

**Strengths:**
- Describes student performance in terms of mastery instead of relative performance
- Possible for all students to obtain high grades

**Limitations:**
- Performance standards are set arbitrarily
- Performance standards vary with varying test difficulty, assignments, student ability, and instructional effectiveness
Relative Grading

Strengths:
- Grades can be easily interpreted in terms of ranking in group
- Grades distinguish among levels of student performance allowing prediction and selection decisions

Limitations:
- The percent of students receiving each grade is arbitrarily set
- The meaning of the grade varies with ability of group
Alternative Methods to Assign Grades

- Learning Ability
  - difficult to measure validly
  - difficult to interpret grade

- Improvement
  - doesn’t provide any indication of mastery
  - biased against students who do well on initial test

- Effort
  - biased against high achieving students who put forth low effort
Combining Data for Grading

- Combining results from various assignments (e.g., tests, projects, papers, etc) to calculate a student’s final course grade requires applying a weighting rubric to each assignment based on relative importance.
Computing Composite Scores for Grading

- **Steps**
  - Select assessments to be included in the composite score and assign percentages
  - Record desired weight for each assessment
  - Equate range of scores by using multiplier
  - Determine weight to apply to each score by multiplying “desired weight” by “multiplier to equate ranges”
Guidelines for Effective and Fair Grading

- Inform students of grading procedures
- Base grades on student achievement only
- Base grades on a variety of valid assessment data
- When combining scores, use proper weighting
- Select an appropriate frame of reference (I.e., absolute or relative)
- Review borderline cases
Questions & Comments?