

Grading System

Competency

Develop a grading system to communicate and report learner performance.

Core Abilities

Work Productively, Communicate Effectively, Think Critically and Creatively.

Directions to Learner

For this performance assessment you will develop a grading system for a specific course or other learning experience.

Review these directions and the attached scoring guide.

Using the Annotated List of assessment activities create a Grading System that meets the criteria outlined in the attached scoring guide. Your Grading System should be written in *student friendly* language that could be cut and pasted into a syllabus.

Find a peer to review and discuss your Grading System with in order to receive feedback. Be sure to discuss any places where your ratings differ. Make adjustments as needed and submit your final draft to your facilitator for review.

Directions to Peer Evaluator

Review the work of your peer. Provide feedback as appropriate, either verbally or in writing. Complete and initial the attached scoring guide.

Grading System Scoring Guide

Scoring Standard

You must achieve a rating of at least “2” or “yes” on each criterion to demonstrate competence. Work that does not meet this criteria may be returned to you for revision

Student Rating Scale	Peer Rating Scale
4: I've far exceeded the minimum and this is some of my best work. It could be used as an example of superior work for future classes. 3: I've done more than the minimum. I've looked at other examples of work, and mine is as good as or a little better. 2: I've done the minimum and I know the basics are covered. 0: I've left something out or done something wrong.	+: I agree that you have met competence but feel that you have understated your performance for this criterion =: I agree that you have met competence and feel that you have accurately assessed your performance for this criterion -: I agree that you have met competence but feel that you have overstated your performance for this criterion 0: You have failed to meet competence in this criterion and revision is necessary.

Scoring Guide

Criteria	Student Ratings		Peer Ratings	
	Yes	No	Yes	No
• grading system accounts for each graded assessment in the annotated list	Yes	No	Yes	No
• grading system credentials (documents) learner performance of pre-determined learning outcomes, not seat time	Yes	No	Yes	No
• grading system identifies weight and significance of each assessment used in the course	Yes	No	Yes	No
• grading system requires learners to meet minimum standards for each required competency and/or other learning outcome (does not permit averaging)	Yes	No	Yes	No
• grading system includes provisions for learners to retest if they do not meet minimal performance expectations on an assessment	Yes	No	Yes	No
• grading system incorporates one or more assessment tasks	4	3 2 0	+	= - 0
• grading system provides a detailed written rationale to be given to learners at the beginning of the course to help them understand how grades will be determined	4	3 2 0	+	= - 0
• grading system lays out a plan for keeping records of learner achievement throughout the course (grading worksheet or equivalent)	4	3 2 0	+	= - 0
• grading system is compatible with your college's/program's grading policy	Yes	No	Yes	No
• system and completed scoring guide are turned in by the assigned due date	Yes	No	Yes	No