

10 Questions to Ask Yourself About How Authentically You Assess Students*

(*Based on Ken O'Connor's book *15 Fixes for Broken Grades*, modified by Tom Dodd)

1. Late Work – Do I mark late work down as punishment, provide support for the learner, or both? When are my due dates/deadlines? How many retakes do I allow, and what are the criteria for a retake?
2. Extra Credit/Bonus Points – Do I allow extra credit/bonus points, if so when (i.e. only when looking for additional evidence of a higher level of achievement)?
3. Academic Dishonesty – Do I punish cheating with reduced grades or other consequences, and/or reassess to determine actual level of achievement?
4. Group Scores/Individual Achievement – Do I grade students based on the performance of their peers (group mates), or only record evidence of individual achievement?
5. Zeroes – Do I average in zeroes when determining grades when evidence is missing or as punishment, or do I use “I” for Incomplete or “IE” Insufficient Evidence (i.e., when does a missing assignment become a zero in my Gradebook)?
6. Mean/Median/Mode & Professional Judgment – Do I use the average (mean) as the only measure to calculate grades, or do I use other measures of central tendency (median & mode) and professional judgment (i.e., emphasizing the most occurring or more recent achievement)?
7. Organizing Information (by Assignments versus IBMYP Criteria, the CO Academic Standards-CAS, or the Common Core State Standards-CCSS) – Do I organize information in my Gradebook by assignment for the purpose of summarizing assignments into a single course grade, or do I organize information by standards/learning goals/MYP criteria for the purpose of measuring student progress towards standard/goal/criterion mastery?
8. Measuring Student Performance (Comparing Students versus Percentage of Points Correct/Incorrect versus Criteria or Standards) – Do I grade students in comparison to other students (normative), assess what percentage of points a student answered correctly/incorrectly on an assignment/project/test, or compare student performance to preset standards (criterion-referenced or standards-based)?
9. Formative/Summative – Do I assign homework? Do I use information from formative assessments and practice (homework) to calculate grades, or use only summative evidence?
10. Student Self-assessment/Reflection – Do I provide for student self-assessment/reflection (metacognition), or do I not involve students in the grading process?