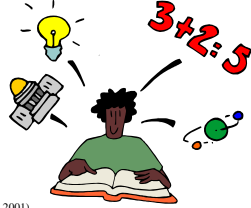


- 4.2.4 How can teachers develop effective grading procedures?



-(Mercer & Mercer, 2001)

1

How can teachers develop effective grading procedures?

- Some methods of grading students
 - 1. IEP or other individual procedures
 - Does the student master the IEP short-objectives?
 - Does the student master the IEP long-range goals?
 - 2. Pass/Fail
 - Does the student meet the minimum requirements?
 - Does the student complete the task or not?

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- 3. Mastery level/criterion systems
 - Does the student meet the predetermined mastery criterion ?
 - 90% of all steps
 - demonstrate behavior 3 times over a 5 day period
- 4. Point systems
 - How many points did the student get on the test?

3

- 5. Contract
 - Does the student follow the terms of the agreement?
 - Grades are determined by the achievement of the contract.
- 6. Effort/participation
 - How involved was the student in the activity?
 - Can be difficult to measure.

4

- 7. State or district standards/benchmarks
 - Does the student meet or exceed the state or district standards/benchmarks?

5

- Guidelines for developing a grading system
 - 1. Base grades on course objectives
 - Are grades directly related to lesson objectives?
 - 2. Derive grades from multiple sources
 - Are grades based on more than one source?
 - 3. Teach students the grading system
 - Do students know how grades are determined?

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- 4. Monitor and give feedback frequently
 - Are grades based on formative measures?
 - Are students given feedback about their grades?

- 5. Use a motivational grading system
 - How is the grading system promoting student learning?

7

- 6. Keep district grading procedures in mind
 - Does the grading system reflect district guidelines?

- 7. Assess students in a modified manner if appropriate
 - Are assessment procedures taking students with "different" abilities into consideration?
 - » (Mercer & Mercer, 2001)

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