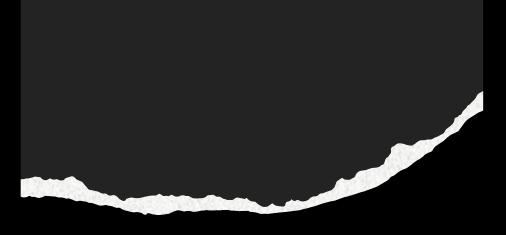
# Alternative Assessments and Feedback

### The Problems



- Students don't respond to feedback.
- Students fixate on the grade.
- Professors worry about cheating on tests and plagiarism on written work.
- Professors and Students are opposing forces when it comes to grades.
- No one is digging into the content and practice of the discipline.

### Potential Solutions



- Work the feedback process into the assessments.
  - This can be anything from providing general feedback on classroom assessment techniques to incorporating feedback into a revised product.
- Remove the grade as a point of contention between faculty and student

# Specification Grading

- Professor sets the specifications for successful completion of an assessment.
  Students either pass or fail the assessment.
- Professor "bundles" assessments and students choose which to pursue to earn a certain grade.
- Assessments are tied directly to course and program outcomes with the added bonus that it creates artifacts the program can show accreditors.

# Un-Grading

- The emphasis is on metacognition, developing life-long learning skills, and student provided evidence of what they've learned.
- The practice can include:
- Periodic self-reflection.
- Student self-evaluation (like a performance evaluation).
- Student produced artifacts of what they've learned.

## Some Preparation is Required

The professor needs to communicate to the students:

- Why they are using this approach,
- The standards that are expected,
- that specification grading or ungrading is a conversation on growth and development and that they prioritizes student agency and development,
- They will be unharmed.

#### Resources

• Ungrading

- Jesse Stommel How to Ungrade
- Clarissa Sorensen-Unruh Ungrading: A Series (Part I)
- Susan Blum, ed. <u>Ungrading: Why Rating Students Undermines</u> <u>Learning (and What to Do Instead)</u>
- Specifications Grading
- Macie Hall <u>What is Specifications Grading and Why Should You</u> <u>Consider Using It?</u>
- Linda Nilson Inside Higher Ed, <u>Yes, Virginia, There's a Better Way</u> to Grade; and <u>Specifications Grading: Restoring Rigor, Motivating</u> <u>Students, and Saving Faculty Time</u>