

## Elements of Proficiency Grading

From: A Repair Kit for Grading – 15 Fixes for Broken Grades, by Ken O'Connor

Fix 1: Don't include student behaviors (effort, participation, adherence to class rules, etc.) in grades; include only achievement

Fix 2: Don't reduce marks on "work" submitted late; provide support for the learner.

Fix 3: Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.

Fix 4: Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.

Fix 5: Don't consider attendance in grade determination; report absences separately.

Fix 6: Don't include group scores in grades; use only individual achievement evidence.

Fix 7: Don't organize information in grading records by assessment methods or simply summarize into a single grade: organize and report evidence by standards/learning goals.

Fix 8: Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.

Fix 9: Don't assign grades based on a student's achievement compared to other students; compare each student's performance to preset standards.

Fix 10: Don't rely on evidence gathered using assessments that fail to meet standards of quality; rely only on quality assessments.

Fix 11: Don't rely only on the mean; consider other measures of central tendency and use professional judgment.

Fix 12: Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement, or use "I" for Incomplete or Insufficient Evidence,

Fix 13: Don't use information from formative assessments and practice to determine grades; use only summative evidence.

Fix 14: Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances, emphasize more recent achievement.

Fix 15: Don't leave students out of the grading process. Involve students; they can – and should – play key roles in assessment and grading that promote achievement.