

## ***Fifteen Fixes for Broken Grades***

### **Fixes for Practices that Distort Achievement**

**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

### **Fixes for Low-Quality or Poorly Organized 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 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

### **Fixes for Inappropriate Grade Calculation**

**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

### **Fixes to Support Learning**

**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 and promote achievement