A+++ Workshop on Alternative Grading
Co-Chaired by **Malini Guha (Carleton University)** and **Alla Gadassik (Emily Carr University**),
with **Sue Shon (Emily Carr University)** and **Benjamin Woo (Carleton University**).
FSAC-2022, May 12, 2022.

PRESENTING:
Malini Guha on possibilities and limits of institutional transformation through pedagogy.
Sue Shon on assessing risk-taking and growth (seminar and special-topic courses).
Benjamin Woo on assessing participation (large courses).
Alla Gadassik on assessing metacognition and teaching-learning reciprocity (variable class size).

ATTENDING AND PARTICIPATING (list may be incomplete): Philippe Bedard; Chelsea Birks; Troy Bordun; Shannon Brownlee; May Chew; Kester Dyer; Debbie Ebanks Schlums; Philippa Gates; Rachel Jekanowski; Arzu Karaduman; Caroline Klimek; Zoë Anne Laks; Ylenia Olibet; Aaron Taylor; Ellen Waterman; Alex Williams

EXPERIENCE LEVELS: Just over 40% participants (7) have already tried at least one alternative grading model, and the rest were split between having heard of them (not tried), or feeling totally new to the topic.

SOME READING RESOURCES:

Anticolonial Pedagogy:	- Chavez, Felica Rose. *The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom*. Haymarket Books, 2021. - Freire, Paulo. *Pedagogy of the Oppressed. 30th anniversary ed*. New York: Continuum, 2000. - paperson, la. "You, a Scyborg," *A Third University is Possible.* Minneapolis: University of Minnesota Press, 2017.
Intro to "Ungrading"	- Stommel, Jesse. "How to Ungrade," https://www.jessestommel.com/how-to-ungrade/.
Specifications ("Specs") and Labor-Based Grading:	- Nilson, Linda B. *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time*. Stylus, 2014. - Inoue, Asao B. *Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom*. The WAC Clearinghouse; University Press of Colorado, 2019.
Student Self-assessment and Portfolios:	- Gillis, Alanna. "Reconceptualizing Participation Grading as Skill Building." Teaching Sociology, vol. 47, no. 1, Jan. 2019, pp. 10–21, doi:10.1177/0092055X18798006. - Tai, Joanna and Chie Adachi. "The Transformative Role of Self- and Peer-assessment in Developing Critical Thinkers," in *Innovative Assessment in Higher Education*, 2nd edition. Cordelia Bryan and Karen Clegg, Eds. (New York: Routledge, 2019): 64-74. - Yancey, Kathleen Blake, & Irwin, Weiser (Eds.) *Situating Portfolios: Four Perspectives*. Utah State University Press, 1997.

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PERSONAL GOALS CONTRIBUTED BY PARTICIPANTS:

- try labour-based grading
- create a student self-assessment rubric and think about student-teacher collaborative goal setting
- try self-assessment for student participation
- rethink participation grades. Ben's presentation really has me thinking about rethinking evaluation, the social contract, and expectations for both sides
- try making self-assessment a part of my participation grades! Such a great idea for making participation more transparent and a skill to build over time
- provide more scaffolding & support w/ regard to self-assessment
- ask students to do guided self-assessments and do the same, myself, and share this with them
- teach students to count the hours of the work they put into the class
- keep thinking about applying "gentle pressure" on students who aren't traditionally "prepared" to use oral discussion to take up space
- provide students with more opportunity to self-evaluate and evaluate faculty/course
- revisit my self-assessment grading and implement it in the next 4th year course!

LINGERING QUESTIONS POSED BY PARTICIPANTS:

? I wonder about the power of listening, and what internal work learners (including profs) do in this "passive" work; and whether and/or how it might be assessed. It seems almost intrusive. There's a quietude to a meaningful realization...

? for folks who use self-assessment, do you find that this makes some students anxious or feel that it's an added burden on them?

? how might we better **teach** students how to self-evaluate?

? does labour-based grading privilege students with more free time?

? how to enable opportunities for student self-assessment without adequate levels of teaching support / assistance (especially in classes of 100+ students)?

SAMPLE GUIDED STUDENT SELF-EVALUATION ASSIGNMENT: Here.