

Alternative Grading		
Link/Source	Description	Shared by
<a href="#">History and Purpose of Grading</a>	<p>Abstract:</p> <p><i>The authors explore the history of grading and review the literature regarding the purposes and impacts of grading. They then suggest ways of making grading more supportive of learning, including balancing accuracy-based and effort-based grading using self/peer evaluation, curtailing curved grading, and exercising scepticism about the meaning of grades.</i></p>	Jen Todd
<a href="#">Boston University, Alternative Approaches to Traditional Grading: A Resource for Instructors</a>	<p>Inspired by challenges presented by the pandemic, Boston University Faculty put forth this guide to help instructors rethink traditional grading &amp; pedagogical goals with a helpful &amp; straightforward breakdown of the following questions we face when preparing to implement alternative grading practices:</p> <ul style="list-style-type: none"> <li>• How do I get started?</li> <li>• What small changes can I make right away?</li> <li>• What are some of the most common alternatives to traditional grading?</li> <li>• How should I talk to my students about alternative grading approaches?</li> <li>• What contexts do I need to consider?</li> </ul>	Jen Todd
<a href="#">A Scaled Approach to Alternative Grading</a>	<p>The author provides definitions and guidance for scaling three unique strategies of alternative grading. This scaled approach allows the instructor a framework to implement a strategy such as Grade Free Zones, Minimal Grading or Ungrading that can be relatively easily tried and tested before making major transformations to their courses.</p>	Jen Todd
<a href="#">Getting Started with Alternative Grading</a>	<p>Understanding there is an eagerness out there to revolutionize the way we grade and assess; the author lays out a 3-step plan to guide educators ready to get started.</p> <p>Starting with creating learning objectives, building a network of alternative graders (Hello CSU Community of Practice!), and a reminder to keep it simple, the goal of this piece is to make alternative grading feel approachable and manageable.</p>	Jen Todd
<a href="https://gradingforgrowth.com/">https://gradingforgrowth.com/</a>	<p>A newsletter/blog about the “emerging revolution” in alternative grading authored by David Clark and Robert Talbert, two professors in the Mathematics Department at Grand Valley State University who have been implementing a variety of alternative grading practices in recent years.</p>	Hilary Freeman
<a href="https://thegradingconference.com/">https://thegradingconference.com/</a>	<p>From the site:</p> <p><i>“The Grading Conference is a place where faculty join together to learn about grading practices that best support student learning, promote diversity, equity and inclusion in the classroom, and enhance student and faculty classroom experiences. Now in its fourth year, the purpose of the conference is to support instructors as they strive to challenge traditional grading practices that have been shown to be damaging to students and their learning.”</i></p>	Hilary Freeman
<a href="https://alternativegrading.slack.com/">https://alternativegrading.slack.com/</a>	<p>Slack Community for Alternative Grading</p>	Hilary Freeman/Derek Schutt

<https://discord.gg/e6mCRpuEAz>

Alternative Grading Discord

Hilary Freeman

## Competency-Based Education / Grading

Link/Source	Description	Shared by
<a href="#">Operational Definition of Competency Based Education</a>	Based on a literature review and interviews with practitioners, the author sets out to construct an operational definition and apply that definition to an assessment tool to determine the extent to which competency-based education exists in a program or institution (Present, Emerging, Not Present).	Kristi Ouimet
<a href="#">Competency-Based Education in a Traditional Higher Education Setting</a>	Abstract: <i>This paper presents a case study of a Competency-Based Education Introduction to Psychology course conducted in a small, private, traditional university in the western United States. Two competency-graded sections were offered, one online and one in the classroom. Eleven undergraduate students completed the online section, and 24 students completed the classroom-based section of the course. For both sections, we present the course design including learning outcomes, course projects, grade assignments, instructional methods, and both student and instructor reflections on learning outcomes. This case study illustrates how competency-based courses can be designed and executed in a traditional academic environment in both online and classroom-based courses.</i>	Kristi Ouimet

## Contract Grading

Link/Source	Description	Shared by
<a href="#">SAMPLE CONTRACT</a>	An example of a contract or Grading Agreement	Jen Todd
<a href="#">Contract Grading Schemes</a>	This article is an overview of what contract grading is, its history, assertion of its potential as an equitable “antiracist” assessment practice, as well as highlighting 3 ways it may be implemented. It also addresses pros & cons of the practice and provides some additional resources.	Kristi Ouimet

## Equity in Grading

Link/Source	Description	Shared by
<a href="#">Faculty Seminar with Weekly Readings</a>	Collection of links to resources curated from a four-session seminar at Boston University looking at how alternative grading practices ease the burden of grading on faculty and increase the equity for students.	Jen Todd

## Labor-Based Grading

Link/Source	Description	Shared by
<a href="#">Labor Based Grading Infographic</a>	Printable infographic for your inspiration!	Jen Todd
<a href="#">ASAO INOUE'S INFREQUENT WORDS BLOG</a>	This blog offers a variety of posts along with links to a podcast looking at the fallacies of traditional grading, assumptions of achievement, along with the authors publications on labor-based contract grading.	Jen Todd

## Specifications Grading (Specs)

Link/Source	Description	Shared by
<a href="#">What is Specifications Grading and Why You Should Consider Using It?</a>	From the Johns Hopkins University' Center for Teaching Excellence & Innovation: The Innovative Instructor Blog. The author reviews the facts of what Specifications Grading is and provides resources for those wanting to dig deeper. Mostly cites Linda Nilson's book on the topic (Listed Below)	Kristi Ouimet
<a href="#">SPECIFICATIONS Grading: Restoring Rigor, Motivating Students &amp; Saving Faculty Time (Book)</a>	Linda B. Nelson's seminal work on Specifications Grading the primary guiding resource for many programs and faculty who have adopted this method.	Kristi Ouimet

## Standards-Based Grading

Link/Source	Description	Shared by
<a href="#">Questioning Points and Percentages: Standards-Based Grading (SBG) in Higher Education</a>	Abstract: Despite its growing use at the K–12 level, standards-based grading (alignment of grading to course standards) has been comparatively neglected in higher education. College students are often confronted with grading practices that reflect subjective, non-standardized formats incorporating a blend of academic and non-academic components. This case study examined student attitudes and experiences regarding standards-based grading (SBG) principles introduced in an educational technology course in a medium-sized, Midwestern university. The authors found that, while students were initially anxious about the paradigm shift and the additional work it would entail, they nevertheless viewed the model as clearer and more fair. As the study progressed, students reported moving beyond “playing the game” of earning points for a grade	Jen Todd

	and actually engaging more substantively with course content..	

## Ungrading

Link/Source	Description	Shared by
<a href="#">Ungrading and Other Alternative Approaches</a>	Jesse Stommel, current faculty member in the Writing program at the University of Denver writes extensively and presents workshops on alternative grading practices. With an emphasis on critical thinking practices, he has forgone assigning grades to individual assignments for over 17 years. His goal is to challenge commonly held beliefs and assumptions on grading in favor of honestly engaging students in their learning. He shares what works for him and offers other possible strategies that may work for others.	Jen Todd

## Additional Resources

Additional Articles and Books	Shared by
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#### **Books:**

Static URL: [www.tinyurl.com/SBGBooks](http://www.tinyurl.com/SBGBooks)

Suggested additions or changes? [Contact Dr. Matt Townsley](#)

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