

## Ideas for Grading

- On each assignment given, designate the minimum expected output/performance of the student. You can mark specific problems you want the student to do or give them a number of problems to do. If he/she does more than the minimum, the extra problems are counted as extra credit if done correctly but do not count against the student if they are wrong. This works very well for students whose disability results in cyclical behaviors or inconsistent levels of attention. In this way, a student's "off" days do not outweigh their good days. Extra credit could also be applied to assignments/tests on which the student has a low score.
- For every \_\_\_\_\_ assignments the student completes at \_\_\_\_\_% accuracy, he/she can earn a "pass" card on an assignment of their choice (within the parameters you set such as no "pass" card on tests). This often motivates students to complete more work and fosters a sense of control when they are able to forgo an assignment that they are blocked on or just don't want to do one day. From the teacher's perspective, one missed assignment is rarely enough to change an overall grade and if you're getting more assignments turned in than you were before, the overall grade should be even better.
- Rubrics which are developed (with student input when feasible) before an assignment is given can be very empowering for students because they know exactly what is expected for each grade possible. An example of a rubric a written language assignment might be:
  - A:       written in ink or typed  
          at least 4 complete paragraphs  
          no more than 2 spelling mistakes  
          no mistakes in capitalization or punctuation
  - B:       written in ink or typed  
          at least 4 complete paragraphs  
          no more than 4 spelling mistakes  
          no more than 2 mistakes in capitalization or punctuation
  - C:       legibly written  
          at least 3 complete paragraphs  
          no more than 8 mistakes in spelling and capitalization/punctuation
  - D:       legibly written  
          at least 3 paragraphs were attempted

Rubrics do not have to be written for each individual assignment. You could develop generic rubrics for written language, oral presentation, projects... For those teaching upper grades, particularly high school, you can develop a rubric for passing the class. This allows students to choose the grade they want to work for. Then, when they get the grade, there should be no question about whether it was earned or not. Both teacher and student should be able to go back and easily see if requirements were met.

Here is an example:

- A:       no more than \_\_\_\_\_ absences (You could use % here if it works better.)  
          no more than \_\_\_\_\_ missing assignments  
          work averages 90%-100% correct
- B:       no more than \_\_\_\_\_ absences  
          no more than \_\_\_\_\_ missing assignments  
          work averages 80%-89% correct

- C: no more than \_\_\_\_ absences  
no more than \_\_\_\_ missing assignments  
work averages 60%-79% correct
- D: no more than \_\_\_\_ missing assignments  
no more than \_\_\_\_ missing assignments  
work averages 50%-59% correct