

RRR- Read 1-Read 2- Reflect

The problem of practice for our group is “*how do we grade with an equity mindset for our diverse group of students, meeting students where they are at and encouraging academic risk?*” As a research team, we are hoping to learn ways to provide helpful feedback to develop articulate and expressive writers with a growth mindset.

After reviewing the article "Grading for Equity: A Rationale and Guide for Instructional Change" by Berns & East, I have gained valuable insights into the biases that educators often unintentionally bring into their grading practices. It is common for us to place excessive emphasis on ensuring students accumulate enough points to achieve a desired grade. Although we may offer detailed feedback, it frequently goes unnoticed as students primarily focus on the letter grade.

The article suggests that the most effective way to promote student success and learning from the curriculum is to reevaluate our grading methods. This includes refraining from grading homework, providing extra credit opportunities, penalizing late work and cheating, and eliminating the use of points as rewards or punishments.

This struck me because it's having us rethink the whole grading system and for good reason. Our primary objective as educators should be to equip students with the necessary tools to develop and articulate their thoughts. However, we hinder this process when we lose sight of how to accurately assess their learning journey. Overall the outcome of the article stated that the process of grading equitable is no easy thing. However, we should start with 1) mathematically accurate, 2) free of activities subject to bias, and 3) motivational to students.

The second reading by Feldman (2017) also discusses the importance of grading in a fair and objective manner, based solely on students' knowledge rather than their behavior. It emphasizes the need to approach grading with grace and fairness, striving for equity that removes judgment and blame from the equation. I find it intriguing that both articles advocate for re-evaluating our grading practices and provide supporting arguments. I am interested in diving further into the topic of achieving equitable grading, and I am particularly curious about resources such as the "how to be equitable in grading guide book". I understand the importance of being less biased and establishing a strong rapport with students to determine appropriate assessment methods. However, I am eager to expand my knowledge on this matter.

References

Berns, A., & East, J. P. (2020). Midwest Instruction and Computing Symposium. In *Computer Science Department, University of Northern Iowa*.

Feldman, J. (2017, November). Do your grading practices undermine equity initiatives? *Educational Leadership*, 8-11.