FQAS-ASSESSMENT

Develop a grading system to communicate and report learner performance

Help Students understand where they are as the journey progresses

TO DEMONSTRATE THIS COMPETENCY...

You will develop a grading system for a specific course or other learning experience

Where do I start?

1. Grab copies of your past syllabi.
2. Review your current grading system.
3. Review your work on PAT#1.
4. Decide which of the Formative and Summative Assessments in your course should be given point values.
5. Determine the weight for each of the Assessments that are going to be receiving points in your course.
6. Review the grading criteria for your grading system.
7. Develop a simple formula for calculating student grades.
8. Write a description of how grading will be described to students and submit it to a peer for review.
9. Submit the peer-reviewed system to your instructor.

What's the Point?
One purpose of this course is to develop a grading system that fairly and accurately measures student performance throughout the length of a semester.

SCORING GUIDE

Develop a grading system to communicate and report learner performance

You must achieve a rating of at least "2" or "yes" on each SHADED criterion to demonstrate competence. Work that does not meet these criteria may be returned to you for revision. Criteria in non-shaded rows impacts your grade, but is not tied directly to the competency evaluation.

Student Rating Scale	*Instructor Rating Scale*
4:.I've far exceeded the minimum and this is some of my best work. It could be used as an example of superior work for future classes.	+: I agree that you have met competence but feel that you have **understated** your performance for this criterion
3: I've done more than the minimum. I've looked at other examples of work, and mine is as good or a little better.	=: I agree that you have met competence and feel that you have **accurately** assessed your performance for this criterion
2: I've done the minimum and I know the basics are covered.	-: I agree that you have met competence but feel that you have **overstated** your performance for this criterion
0: I've left something out or done something wrong.	0: You have failed to meet competence in this criterion and revision is necessary.

Scoring Guide

Criteria	*Student Rating*		*Peer Rating*	
Your grading system credentials (documents) learner performance of pre-determined learning outcomes, not seat time	yes	no	yes	no
Your grading system identifies weight and significance of each assessment used in the course	yes	no	yes	no
Your grading system requires learners to meet minimum standards for each required competency and/or other learning outcome	yes	no	yes	no
Your grading system includes provisions for learners to retest or revision/resubmission if they do not meet minimal performance expectations on an assessment	yes	no	yes	no
Your grading system incorporates one or more different types of assessment tasks	yes	no	yes	no
Your grading system is written in student focussed language and helps them to understand how their grades will be determined	yes	no	yes	no
Your grading system lays out a plan for keeping records of learner achievement throughout the course	yes	no	yes	no
Your grading system is compatible with your College's and Division's grading policies	yes	no	yes	no