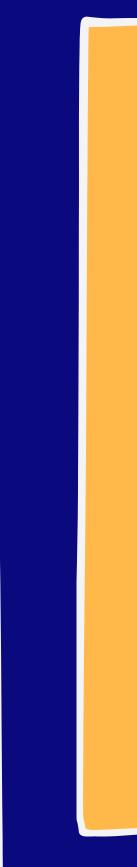
MOTIVATING STUDENT LEARNING THROUGH INNOVATIVE GRADING

Innovative grading approaches such as portfolio grading, competency grading, specifications grading, ungrading, labor-based grading, and contract grading eschew the sole evaluation of a single product by incoporating dimensions that contribute to student learning e.g., time on task, effort, completion, revisions, peer review, etc.

Summative, traditional grading approaches have been found to...

- Function as **reductionist proxies** for student learning
- Insufficiently represent acutal skill development and knowledge attainment
- Amplify student anxiety
- **Deter students** from taking challenging courses and potetinally meaningful academic risks
- Reduce deep engagement with instructor feedback



03. GOAL

Leverage an innovative grading approach to...

- Increase student engagement with instructor feedback • Amplify understanding and growth through individualized examples and
- critique
- Decrease student fixation on summative scores and reduce student anxiety through a formative assessment approach
- Motivate learning and promote student success by providing a clear and meaningful process to improve assignments' grade/score

Course Information: C204 Business Writing Kelley School of Business Spring 2024

- Intensive writing course required for undergraduate business majors
- Three sections
- ~ 25 students / section

APPRUACH DESCRI

All major individual writing assignments were graded using a **five-option initial scoring** approach + a recommended but optional revise and resubmit: 100/90/80/70/0 • 100= minor or negligible issues,

- 90= one or two issues,
- 80= three to four issues,
- 70= five or more issues,

• 0= an incomplete or missing assignment Optional resubmissions earn back up to ½ of the points missed on first submission; students use individualized instructor feedback to improve work

05. ASSESSING APPROACH'S EFFECTIVENESS: THE STUDENTS' PERSPECTIVE

Q1: The grading approach (first submission scored 100/90/80/70/0 with the opportunity to revise to earn back up to 1/2 of points missed) contributed positively to MY LEARNING in this course.

Q2: The grading approach (first submission scored 100/90/80/70/0) with the opportunity to revise to earn back up to $\frac{1}{2}$ of points missed) contributed positively to MY MOTIVATION FOR IMPROVEMENT on these assignments.

Response Options: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1)

Q3: Consider the different grading approaches you've experienced as a college student. What is your **preferred method** and why do you prefer it?

Response Options: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1)

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Spring 2024 Online Course Questionnaire: Added two quantitative and one qualitative question

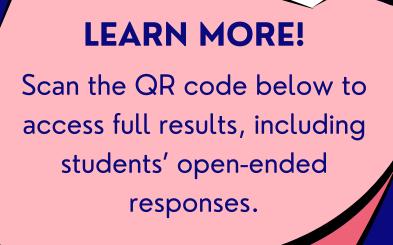
O6. SELECT FINDINGS

- 45 respondents across three course sections
- Response rate= **60.8%**
- Q1 average= 4.3; Q2 average= 4.3

On average, students reported that the grading approach contributed positively to BOTH their learning and their motivation to learn.

REFERENCES







SCAN ME!

TAKEAWAY