

## **Worksheet on grading and marking.**

Part One.

What are my goals in grading and marking, and how do I achieve them?

Part Two.

how can I use grades to help the students focus on actually learning, rather than on just “what she wants” or “what I need to do to get my grade”?

how can I use grading to motivate students without leaving them obsessed with their GPA?

how can I prioritize in my grading and marking, so that students understand what they really need to improve and work on first?

what relationship should students see (what relationship do I see) between the comments and the grade?

how can I avoid students being blindsided by my expectations on the first major exam or paper, and how can I avoid being blindsided by what it turns out they didn't understand?

how can I use informal or ungraded work, or do I even want to? how do I deal with revision?

how can I keep grades consistent (for fairness) and still be flexible enough to deal with students as individuals?

what is the best thing to do when a student is upset about a grade? how do I avoid a defensive posture and deal with the student developmentally?

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