

Sample Proposal Submission: **CONCURRENT SESSION**

[Involve your participants in an interactive session using hands-on teaching practices to address your topic.]

Session Type:	45-minute Concurrent Session
Session Title:	Making the Grade: Strategies for Evading Grade Grief
Session Description (75 words maximum):	The grading process and grades are an endless source of frustration for both instructors and students. Students are concerned about fairness and consistency; faculty and TAs worry about time spent grading and student complaints; and administrators want accountability. Participants will discuss strategies for making the grading process more efficient (less stressful) and explore grading rubrics that help you efficiently and consistently evaluate students' work. Bring your grading questions and share your successful strategies.
Session Goals (What will participants gain from participating in the session?):	<p>1) Provide faculty with a forum for discussing their concerns about grading. Faculty, particularly new faculty or faculty who only teach occasionally, need a place to gather information about the grading culture. Participants at this session will be able to share their own strategies and borrow from others.</p> <p>2) Explore alternatives to time-consuming written comments (that students never seem to read or apply to later work). Many faculty feel obligated to comment extensively on students' work without considering that some of their time might be better spent preparing students ahead of time, training students for peer review, or designing assignments so that students must use comments to improve their work.</p> <p>3) Permit participants to experience the challenge of being explicit and descriptive about their own grading criteria to their colleagues. Identifying criteria for grading is much easier than creating explicit descriptions of what varying levels of students' work would look like. For example, how do you know a "logical" or a "creative" argument when you see it? How do students know? The ability of faculty to be explicit is particularly critical for reaching a diverse student population (culturally or academically diverse) because it does not rely on pre-existing or tacit knowledge about what constitutes "college-level" work.</p>
Session Activities (How will the participants be engaged in the session?):	<p>The session will focus on two primary activities: identification of grading criteria and discussion of gradations in quality. The 3rd activity is a wrap-up discussion.</p> <p>Activity 1: As a whole group, participants identify criteria that reflects what they teach and areas where students can improve, such as key attributes of a skill to be developed or body of knowledge to be mastered by students. Participants will receive an initial list of typical criteria as a prompt. The prompt is typically not necessary—most faculty ready to share their own criteria with their colleagues—but the list is useful for adding criteria that they might not have considered. Participants typically add their own and others' criteria to the list as the activity proceeds. [Equipment: Whiteboard, Flip Chart, or Overhead Projector]</p> <p>Activity 2: Participants will be asked to a) break into small groups; b) select a few the criteria from the first activity; c) discuss begin specific attributes that help them identify High, Sufficient, and Low Quality within each chosen criterion.</p> <p>Activity 3: Wrap up discussion centered on "How can we use explicit grading criteria as a learning tool before students start an assignment?"</p>
Relevant Citations:	<p>Goodrich Andrade, H., 2005, "Teaching with Rubrics: The Good, the Bad, and the Ugly," <i>College Teaching</i>, 53(1), 27-30. Goodrich Andrade, H., 2000, "Using Rubrics to Promote Thinking and Learning," <i>Educational Leadership</i>, 57(5), 13-18. Popham, W. James (1997) "What's Wrong—and What's Right—with Rubrics," <i>Educational Leadership</i>, 55(2), 72-75. University of Delaware Writing Center, 2004, <i>Tips on Grading: Using Rubrics</i>. Available at: http://www.english.udel.edu/wc/staff/rubrics.doc and <i>Writing Across the Curriculum (WAC) Clearinghouse, Teaching Exchange, Colorado State University</i> http://wac.colostate.edu/exchange/index.cfm</p>
AV Requests:	<ul style="list-style-type: none"> • White board [I only need a place to write participants' responses--that can be done on a whiteboard, flip chart, or overhead projector. I just need to know ahead of time which one I've been assigned.]