TRUSTING STUDENTS TO ASSESS THEMSELVES

Teachers’ Lounge | December 6, 2017
INCLUSIVE GRADING

RUNNING PEER ASSESSMENT

DRAWING STUDENTS INTO ASSESSMENT
INCLUSIVE GRADING

Start by trusting students. #4wordpedagogy
9:53 AM - Apr 30, 2016

Jesse Stommel @Jessifer
OPENING QUESTION

ON A SCALE OF 1 - 5, HOW MUCH DO YOU

STUDENTS TO ASSESS THEMSELVES?
ON THE MENU TODAY

STUDENTS SELF-POLICING (HONOR CODES)

STUDENTS SELF-GRADING

GOING GRADELESS
THE SCOURGE OF CHEATING

 Students Disciplined in Harvard Scandal

Harvard has forced dozens of students to leave in its largest cheating scandal in memory, the university made clear in summarizing up the affair on Friday, but the school’s top address assertions that the blame rested partly with a professor, who could be expelled for his role.

Harvard, the nation’s oldest and most prestigious university, is the first to publicly name the names of students who were caught cheating on assignments, exams, and quizzes.

Widespread Cheating Scandal At Barnard

Written By BWOG STAFF

Separately, Harvard isn’t alone in its recent tradition of academic misconduct. Over the past few weeks, the English department at Barnard has also faced a major cheating scandal. The widely popular Major English Two II class, in which 123 students were enrolled, is currently under review by the registrar and dean after several students reported widespread cheating across the lecture.

Students allegedly passed answers back and forth and confirmed responses on their phones during regular reading quizzes, which consisted of basic open-ended questions. Without an TA to help grade the work of each student class, Senior Lecturer Peggy Claberg, who is teaching the course this spring and has been at Barnard for over 20 years, noticed a pattern of cheating among her students.
HONOR CODES: A SOLUTION?

CCSC vice president for policy Bob Sun, CC '14, said the signed pledge cards will be displayed in Butler Library. Students in the classes of 2014, 2015, and 2016 will also have the option of signing the pledge once they return to campus.

But echoing concerns that some students raised last semester, first-years expressed skepticism that signing an honor code would curtail cheating.

Rebecca Ren, CC '17, said that during the academic assembly, the people sitting around her did not hesitate to sign the pledge—but not because they were overly supportive.

"I know a lot of people who didn't even look at the pledge and signed it," she said. "I mean, I don't think it hurts, but it's not all that tangible."

"It's like in high school—at the beginning of the year, they make us sign a code of conduct saying that we're never going to cheat, but people cheat anyway," Brian Zeng, CC '17, said. The faculty, Zeng added, plays a more influential role in promoting academic honesty than codes do.

DEFINING AN HONOR CODE

Columbia College Honor Code

The Columbia College Student Council, on behalf of the whole student body, has resolved that maintaining academic integrity is the preserve of all members of our intellectual community— including and especially students.

As a consequence, all Columbia College students will now make the following pledge:

We, the undergraduate students of Columbia University, hereby pledge to value the integrity of our ideas and the ideas of others by honestly presenting our work, respecting authorship, and striving not simply for answers but for understanding in the pursuit of our common scholastic goals. In this way, we seek to build an academic community governed by our collective efforts, diligence, and Code of Honor.

In addition, all Columbia College students are committed to the following honor code:

Honor Pledge

The General Studies Student Council, on behalf of the whole student body, has resolved that maintaining academic integrity is the preserve of all members of our intellectual community— including and especially students. As a consequence, all General Studies students make the following pledge at Orientation:

We, the undergraduate students of Columbia University, hereby pledge to value the integrity of our ideas and the ideas of others by honestly presenting our work, respecting authorship, and striving not simply for answers but for understanding in the pursuit of our common scholastic goals. In this way, we seek to build an academic community governed by our collective efforts, diligence, and Code of Honor.

In addition, all General Studies students are committed to the following honor code:

Honor Code

I affirm that I will not give or receive illegitimate help or help on illegitimate work, and I will not take any number of forms, specifically:

1. Cheating or academic dishonesty.
2. Misrepresentation of work or data.
3. Plagiarism.
4. Interference with another student’s work.
5. Misuse of information or resources.

Columbia College Honor Code

Constitution of the Honor System


Article I - Charter and Composition of the Honor Committee

A. Charter

1. The Honor Committee consists of twelve members who will represent the student body and address all suspected violations of the Honor Code.

B. Composition

1. The members of the Committee will be the presidents of the sophomores and junior classes, former sophomore and junior class presidents, a member of the freshman class, and members to be appointed from the student body at large until the Committee consists of twelve members.

2. Appointed members.

a. The freshman class member will be appointed in the fall semester by a subcommittee consisting of four members of the Honor Committee and the Undergraduate Student Government president.

b. Following spring Undergraduate Student Government elections, the Honor Committee will solicit applications from the student body at large.
DEFINING AN HONOR CODE

1. A WRITTEN PLEDGE
2. STUDENTS CHAIR OR HAVE MAJORITY CONTROL OF JUDICIARY PROCEEDINGS
3. STUDENTS HAVE OBLIGATION TO REPORT
4. BENEFITS, SUCH AS UNPROCTORED EXAMS

HONOR CODES: A SOLUTION?

SURVEYING 31 HIGHER ED SCHOOLS
14 WITH HONOR CODES, 17 WITHOUT

"Self-reported cheating was significantly higher among students in the non-code sample than among those in the honor code sample."

"An institution's ability to develop a shared understanding and acceptance of its academic integrity policies has a significant and substantive impact on student perceptions of their peers' behavior, the most powerful influence on self-reported cheating.

QUICK MENTION: LEARNING CONTRACTS

LEVERAGING **MOTIVATION**: A PROCESS BY WHICH GOAL-DIRECTED BEHAVIOR IS SUSTAINED

**APPLYING** **TRANSFERABLE SKILLS** *(e.g. time management, tracking)*

“A learning contract is simply a written agreement between teacher and learner in which the learner undertakes to complete mutually agreed upon tasks in a specified amount of time on his or her own initiative”

ON THE MENU TODAY

STUDENTS SELF-POLICING (HONOR CODES)

STUDENTS SELF-GRADING

GOING GRADELESS
THE ULTIMATE FANTASY: STUDENTS GRADING THEMSELVES
THE ULTIMATE FANTASY: STUDENTS GRADING THEMSELVES
STUDENTS GRADING THEMSELVES: APPLYING RUBRIC

APPLY TO SAMPLE ASSIGNMENTS

BASIS OF ‘WRAPPER’ REFLECTION WITH SUBMITTED ASSIGNMENT

STUDENT APPLIES RUBRIC TO OWN WORK

STUDENT SUGGESTS RUBRIC REVISION AFTER COMPLETING WORK

### Students Grading Themselves: Specifications Grading

<table>
<thead>
<tr>
<th>Task</th>
<th>Full credit</th>
<th>No credit</th>
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## Students Grading Themselves: Specifications Grading

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- Initial Understanding
- Thinking Process
- Visual Representation
- Exam Review Sheet
- Study Game Plan
- Learning Journal
- Letter to Future Student
- Initial Understanding Revisit

STUDENTS GRADING THEMSELVES: SPECIFICATIONS GRADING

A RATIONALE FOR SPECIFICATIONS GRADING

HMM, THIS PERSON SORT OF KNEW WHAT TO DO, BUT USED THE FORMULA INCORRECTLY.

IT'S NOT QUITE AN 8 OR A 6, ACCORDING TO MY RUBRIC.

DOES A SEVEN REALLY CAPTURE THEIR LEVEL OF ACHIEVEMENT?

IS IT A ??

MAYBE 7.5.

NO, 7.6.

7.575?

IS THAT FAIR?

7.58493?

GRADING: IF ONLY YOU CARED A LITTLE LESS.

WWW.PHDCOMICS.COM
### Students Grading Themselves: Specifications Grading

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<td>Task</td>
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What else, students?

### Initial Understanding
- Thinking Process
- Visual Representation
- Exam Review Sheet
- Study Game Plan
- Learning Journal
- Letter to Future Student
- Initial Understanding Revisit

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STUDENTS GRADING THEMSELVES: A CASE STUDY

MOTIVATION: TURNAROUND TIME

Students grading themselves: A case study

Motivation: Turnaround time
Zero tolerance for cheating
Answer keys distributed
Scale of 0-4; annotate anything < 4


Columbia | CTL
Center for Teaching and Learning

Students grading themselves: A case study

SCALE OF 0-4; ANNOTATE ANYTHING < 4

INSTRUCTOR CHECKS STUDENT GRADING

ZERO TOLERANCE FOR CHEATING

MOTIVATION: TURNAROUND TIME

ANSWER KEYS DISTRIBUTED

STUDENTS GRADING THEMSELVES: A CASE STUDY
STUDENTS GRADING THEMSELVES: A CASE STUDY

MOTIVATION: TURNAROUND TIME
ZERO TOLERANCE FOR CHEATING
ANSWER KEYS DISTRIBUTED
SCALE OF 0-4; ANNOTATE ANYTHING < 4
INSTRUCTOR CHECKS STUDENT GRADING
10% OF EXAMS GRADES CHANGE > 5 PTS

STUDENTS GRADING THEMSELVES: A CASE STUDY

86% OF STUDENTS: SELF-GRADING A GREAT/GOOD TEACHING METHOD

“You get to follow along and reinforce in your mind what you did.”

“You learn more when you find out what you did right or wrong. If the instructor grades and passes back next week, you will likely not even look at anything other than your grade.”

“It was nice to know your grade right away and not torture yourself over a bad exam for a whole weekend.”

88% OF STUDENTS: LITTLE/NO CHEATING OCCURRED IN THIS CLASS

STUDENTS GRADING THEMSELVES: A CASE STUDY

<table>
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<tr>
<th></th>
<th>First class</th>
<th></th>
<th>Second class</th>
<th></th>
<th>Third class</th>
<th></th>
<th>Fourth class</th>
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<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Rarely</td>
<td>Never</td>
<td>Rarely</td>
<td>Never</td>
<td>Rarely</td>
<td>Never</td>
<td>Rarely</td>
</tr>
<tr>
<td>How often have you</td>
<td>26%</td>
<td>40%</td>
<td>45%</td>
<td>33%</td>
<td>59%</td>
<td>32%</td>
<td>38%</td>
<td>38%</td>
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<tr>
<td>heard of other people</td>
<td>(12)</td>
<td>(17)</td>
<td>(15)</td>
<td>(11)</td>
<td>(13)</td>
<td>(7)</td>
<td>(11)</td>
<td>(11)</td>
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<tr>
<td>cheating?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>How often have you</td>
<td>54%</td>
<td>26%</td>
<td>42%</td>
<td>39%</td>
<td>68%</td>
<td>27%</td>
<td>55%</td>
<td>28%</td>
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<tr>
<td>actually seen other</td>
<td>(25)</td>
<td>(12)</td>
<td>(14)</td>
<td>(13)</td>
<td>(15)</td>
<td>(6)</td>
<td>(16)</td>
<td>(8)</td>
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<tr>
<td>people cheating?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>How often have you</td>
<td>28%</td>
<td>43%</td>
<td>52%</td>
<td>27%</td>
<td>59%</td>
<td>41%</td>
<td>59%</td>
<td>34%</td>
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<tr>
<td>been tempted to</td>
<td>(13)</td>
<td>(20)</td>
<td>(17)</td>
<td>(9)</td>
<td>(13)</td>
<td>(9)</td>
<td>(17)</td>
<td>(10)</td>
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<tr>
<td>cheat?</td>
<td></td>
<td></td>
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<tr>
<td>How often have you</td>
<td>70%</td>
<td>30%</td>
<td>79%</td>
<td>21%</td>
<td>95%</td>
<td>5%</td>
<td>93%</td>
<td>7%</td>
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<tr>
<td>actually cheated?</td>
<td>(32)</td>
<td>(14)</td>
<td>(26)</td>
<td>(7)</td>
<td>(21)</td>
<td>(1)</td>
<td>(27)</td>
<td>(2)</td>
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<tr>
<td>Totals</td>
<td>N = 46</td>
<td></td>
<td>N = 33</td>
<td></td>
<td>N = 22</td>
<td></td>
<td>N = 29</td>
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STUDENTS GRADING THEMSELVES

LEARNING PORTFOLIOS IN 3 EDUCATION CLASSES, 10 PT SCALE

STUDENT SELF GRADE, PROF GRADE, NEGOTIATED FINAL GRADE

Why I Don't Grade
26 October 2017 on grading, grades, pedagogy, assessment, learning, education

Not giving grades doesn’t feel like a radical pedagogy for me. I’ve been not giving grades for 17 years. The first time I taught as instructor of record in Spring 2001, I didn't give grades. I’ve taught ~100 sections of courses at a half-dozen institutions in a half-dozen disciplines. I’ve taught traditional students, non-traditional students, for-credit, non-credit, online, in classrooms, as a tenure-track professor, as an adjunct,

http://www.jessestommel.com/why-i-dont-grade/
“Grades (and institutional rankings) are currency for a capitalist system that reduces teaching and learning to a mere transaction. Grading is a massive co-ordinated effort to take humans out of the educational process.”

“Grades have been naturalized in EDU to the point that new teachers don't feel they can safely explore alternative approaches to assessment. In my experience, new teachers are rarely told they have to grade, but grading is internalized as an imperative nonetheless.”
“Grades do motivate, but they don't motivate the kinds of peak experiences that can happen in a learning environment. Something like “have an epiphany, communicate an original thought, sit uncomfortably with your not knowing, or build something that's never been built before” can't be motivated by a grade.”
ASSESSMENT

This course will focus on qualitative not quantitative assessment, something we'll discuss during the class, both with reference to your own work and the works we're studying. While you will get a final grade at the end of the term, I will not be grading individual assignments, but rather asking questions and making comments that engage your work rather than simply evaluate it. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you're expected to. If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date. If you are worried about your grade, your best strategy should be to join the discussions, do the reading, and complete the assignments. You should consider this course a "busy-work-free zone." If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions.

https://medium.com/cinema-studies/introduction-to-cinema-studies-syllabus-22db40cd7172
GOING GRADELESS

http://www.digitalpedagogylab.com/hybridped/
GOING GRADELESS

MY (UN)GRADING: THE DETAILS

You can see other posts related to the topic of grading at this blog by using this link: Grading. The students learn about the Declarations and the grading system in their very first assignment for class: Designing the Course: It's Your Choice. I've also blogged extensively about grading in my Canvas Community blog: Grading and Ungrading.

And here's the most important information:

WHAT STUDENTS SAY: This is a collection of comments about grading from the students' end-of-semester course evaluations. And while you're at it, check out what the students say about creativity too. A big part of ungrading for me is unleashing student creativity! :-)
SOME RESOURCES


