

# Best Practices for Contract Grading

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Teaching Dialogues Friday, 4/30/2021

Slides: <https://tinyurl.com/CGBestPractices>

# Why Implement Contract Grading?

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# Quantitative Findings

Total Sample ( $n = 1687$ ):

- ◆ Contract-graded Latinx, Black, & Middle Eastern students were:
  - ◇ retained at comparable rates to White students (no equity gaps)
  - ◇ passed with a “C” or higher at comparable rates to White students (no equity gaps)
- ◆ Compared to White students, contract-graded Black & Middle Eastern students earned comparable:
  - ◇ Course grades (no equity gaps)
  - ◇ concurrent GPA’s (no equity gaps)
  - ◇ Subsequent term 1 and 2 GPA’s (no equity gaps)

## RQ2 Findings: Qualitative Inquiry Themes

<b>Themes</b>	<b>Sub-Themes</b>
Transparency	Clear Course Expectations Clear Feedback
Validation	No Fear of Failure Confidence Safe Environment
Engagement	Motivation Community
“Option to Care”	Normalized Revision Intrinsic Motivation

# Setting up the System

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## Rethink Grading Priorities

- What do students need to do or know to earn a passing grade (a “C”)?
- Add on for the “B” and “A” grades
- Can you build revision into your system?
- What are your values regarding late work?

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# Grade Goals

<b>Activity</b>	<b>A</b>	<b>B</b>	<b>C</b>
Essays (4 total)*	4	4	4
Essay Process Assignments ( <i>Research Paper steps, conferences, outlines, rough drafts, self-assessments</i> ) (15 total)	13	12	11
Homework (13 total)	12	11	10
Educational Plan Project ( <i>meet with counselor to get an Ed Plan + reflection</i> )	1	1	0
Multimedia Course Reflection ( <i>course reflection using Adobe Spark</i> )	1	0	0
Final Exam**	1	1	1
Late Assignments Allowed	2	3	4
Extra Credit***			

\*For every essay assignment that is not passing by the end of the term, the course grade will lower one letter.

\*\*Students who earn a “Pass” will keep their Grade Goal. Students who earn a “No Pass” will receive a one-letter Grade Goal deduction. Students read two opposing articles on the same topic and respond in an argumentative essay which incorporates both texts—one to be used as a counterargument

\*\*\*By attending a cultural event or extra tutoring sessions on campus, or completing a film response and writing a reflection, students can erase a late assignment or earn credit for a missed homework assignment. Completing 2 XC assignments can erase a missed EPA.

## Challenges & Lessons Learned

- Clearly communicating the system to students day/week 1 and throughout the course
- Reminding students with every assignment that we have a different grading system
- Students need to know how to track their progress and find their feedback
- Great news: students feel cared for when you present the system, and they feel in control of their grade and course success!

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# Add Grade Breakdown to Syllabus

- Add Grade breakdown to [syllabus](#)
  - Add syllabus to Canvas: homepage, Orientation Module, Syllabus tab
  - Send syllabus in Welcome email/announcement

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# Create a Tracking Sheet

- Create [tracking sheet](#)
  - If using Google Sheets, when you paste in the link, change “edit” to “copy”
  - Add tracking sheet to syllabus and syllabus tab

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# Record a Contract Grading Overview Video

Record a [Grade Goals overview video](#)

- Send in Welcome announcement
- Add to Grade Goals page in Orientation Module

The screenshot displays a web application interface for 'Grade Goals'. The main content is a table with the following structure:

Activity	Grade Goal A	Grade Goal B	Grade Goal C	Grading Requirements
Subject Quiz	1	1	1	<ul style="list-style-type: none"><li>Identical attempt to get 100%. The idea is that they will practice using the quiz feature and become comfortable with the system layout and actions. No more than 100% in order to earn a "Complete" marking for this quiz.</li></ul>
Assign (K Label)	1	1	1	<ul style="list-style-type: none"><li>Each week has 10 assignments, with three assignments specifically highlighted. The criteria can be found at the Expectation website.</li><li>Assignments do not pass and need to be reworked and resubmitted within 7 days upon receiving the initial score.</li></ul>
Research Paper Outline	1	1	1	<ul style="list-style-type: none"><li>Same as essay requirements.</li></ul>
Self-Paced Skills (K Label)	1	1	1	<ul style="list-style-type: none"><li>Students must read their Web and</li><li>Review their skills with the self-assessment.</li><li>Submit their skills with the teacher comments at Canvas.</li></ul>
Friday Self-Assessment (K Label)	1	1	1	<ul style="list-style-type: none"><li>This assignment will be a graded as Complete both in Blackboard or Blackboard both at 100%.</li></ul>
Discussion (K Label)	1	1	1	<ul style="list-style-type: none"><li>Post an initial response that meets all the prompt requirements.</li><li>Respond thoughtfully to two peers.</li><li>Complete weekly extra-line assignments.</li></ul>
Final Contribution (K Label)	1	1	1	<ul style="list-style-type: none"><li>Complete all aspects of the project.</li><li>Post a final video.</li></ul>

# Create a Grading page in Canvas

- [Create a Grade Goals page in the Orientation module](#) [feel free to copy and paste the HTML into a page and modify it for your course]].

Include:

- All the same syllabus info
- Tracking sheet
- Overview video
- [Sample page](#)

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## Offer a Live Orientation

- Offer an optional live class orientation to go over the grading system
  - Post link to recording for anyone who needs to watch it later (add to [“Live Orientation” Module](#))
  - Advertise Orientation in your Welcome letter/announcement, consider offering two staggered times (M morning, T evening for example)
    - Other options include creating a Canvas Studio video quiz or a journal assignment where students can ask questions
  - Emphasize and demonstrate setting Canvas notifications for Announcement, grading, late grading, and submission comment

# Setting up Assignments

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# Assignment Scores

- To score your assignments as “Complete or Incomplete,” in the assignment settings:
  - for “Display Grade As” choose “Complete/Incomplete.” This will score that specific assignment as a checkmark (Complete) or X (Incomplete).
  - leave the points at 0.

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# Assignment Instructions

For all of your assignments, the instructions should include a reminder about how many of that type of assignments students need to complete for each Grade Goal.

Example: Remember, for Grade Goals, **you must pass (LINK HERE TO YOUR GRADING PAGE IN CANVAS ORIENTATION MODULE)** the following number of homework assignments:

- 11/12 for an A
- 10/12 for a B
- 9/12 for a C

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# Assignment Instructions

On each [assignment prompt](#) (instructions), include a "Grading" subheading that reads:

Your essay will be scored as "Complete" or "Incomplete." You will see either a check mark, indicating "Complete" or an "X" indicating "Incomplete." I will provide you with electronic comments on your essay, I will fill in the rubric so you can see your scores on the specific criteria, and I will offer a summary comment that explains the strengths and areas for improvement. [Here is a link showing you how to access and find all of your essay feedback.](#)

Copy and paste the HTML from the link above into a Canvas page, publish, and add to the Orientation Module. Then, change the "here is a link showing you..." to link to [your new page!](#)

If you receive an "Incomplete" (or an "X"), this means you will need to read through all of my feedback, revise your essay according to my comments, and resubmit your essay to this same link. You must do this ***within 3 days of receiving your feedback from me.*** To ensure you do not miss a revision deadline, you will want to [set your Canvas Notifications](#), so that "Announcement," "Grading," "Late Grading," and "Submission Comment" are all marked as "Notify Immediately." Your Notifications should look like this (save the picture below to your computer and upload it to Canvas):

# Assignment Instructions

☰ Brianna Kuhn > Account Notification Settings

Make sure this is the email that you consistently check!

Notifications

Profile

Files

Settings

ePortfolios

Shared Content

My Badges

Folio

QR for Mobile Login

Global Announcements

## Account Notification Settings

### Course Activities

Due Date



Grading Policies



Course Content



Files



Announcement



Announcement Created By You



Grading



Invitation



All Submissions



Late Grading



Submission Comment



Email  
brianna.kuhn@gcccd.edu

Push Notification  
For All Devices

# Assignment Rubrics

- [Sample Rubric](#)
- No points
- Ratings
- Criteria Descriptions

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# Managing the System

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## Guiding Students

- **Answering student emails:** You WILL get emails asking “will I lose points if....?” This is because **points are deeply ingrained** in their educational experiences. Just respond by saying, “remember we don’t have any points, so [[address their concern.]] Pretty cool, right?”
- You may want to **send out a video reminding them of the grading system** after you grade the first major assignment--you can send this out in an announcement. The video may demonstrate **how to find their feedback and how to use the tracking sheet** as well (or you may just resend the video you recorded for the Orientation module). Students will likely need a few reminders because this is brand new!

# Posting Assignment Grades

- You can choose to release an assignment's scores all at once or as you grade.
  - You will want to decide this because if a student needs to revise, the date they receive their grade will determine their revision deadline:
- [Here is a guide explaining how to manually or automatically post grades](#) for an individual assignment
  - If you choose to post grades “automatically” for an assignment, [here is a guide showing you how to post grades](#) once you have finished grading that assignment
- [Here is a guide explaining how to set a grading policy at the course level](#)

# Grading

Pro's and con's of each grading choice:

	<b>Post automatically</b>	<b>Post manually</b>
<b>Pro</b>	Students receive grades as you grade, which staggers revision deadlines (revision grading is more spread out)	Students who need to revise will all have the same revision deadline, so you can send an announcement when you finish grading notifying students to check their grades
<b>Con</b>	Students who need to revise will have different revision deadlines and will require the students to set their notifications and/or consistently check their grades	All students will have the same revision deadline, so that means you'll get all the revisions at once (bigger grading load all at once)

## Grade Center Colors

- [Here is a guide explaining what each of the colors in the Grade Center represent](#) (scroll to the middle of this guide)
  - Because Grade Goals allows students to revise, you will want to be sure that Canvas doesn't mark a revision as "late" if the student turns in their revision by the revision deadline.
  - To change the status of a student submission (i.e., change a revision from "late" to "on time,") [follow these steps](#)

# Converting Scores to Final Grades

- At the end of the semester, you'll need to convert the checkmarks and X's to course letter grades to post to WebAdvisor
- In Canvas:
  - Create a letter grade column:
    - Click on "Assignments"
    - Click the blue "+ Assignment" button
    - Title it "Course Letter Grade"
    - Points: 0
    - Assignment Group: Create Group, Write "Course Letter Grade", click "Add Group"
    - Display Grade as: Letter Grade (Grading scheme is already set to the GCCCD "+/-" standard system, no changes necessary)
    - Submission type: No submission
    - Save and publish

# Converting Scores to Final Grades: Grade Center

- Open [the first student](#) in and individual tab in your Internet browser by right clicking on their name
- At the top where it says “Arrange By,” choose “Assignment Group”
- Tally the checkmarks and X’s for each assignment group to determine the student’s letter grade
- Manually type in the letter grade in the Grade Center
- Repeat the process for each student
  - Tips for speedy calculating:
    - Have the Grade Center open in a different window and place it side by side next to the individual student grade windows
    - Open 5-10 students in individual tabs and enter their grades, closing each student’s tab as you go
    - For many students, it will be much faster to count the “X’s” than the checkmarks
    - If a student has earned checkmarks for everything, no need to count! It’s an “A!”
- Submit the Canvas course letter grades to WebAdvisor

## Resources

- [Grade Goals Canvas Checklist](#)
- [Grade Goals Overview Canvas Page \(HTML code\)](#)
- [How to Find your Feedback Canvas page for students \(HTML code\)](#)
- My email: [brianna.kuhn@gccd.edu](mailto:brianna.kuhn@gccd.edu)

# Thank You!

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