



Grading/Ungrading

In the words of Professor Jesse Stommel, a veteran of ungrading, “Ungrading” means raising an eyebrow at grades as a systemic practice, distinct from simply “not grading.” The word is a present participle, an ongoing process, not a static set of practices. This means that ungrading can be a number of things.

I choose to engage in ungrading in my courses because I want to know what students think about their work. I want to see their thoughts and their perspectives on the effort that they put into their work. And I want them to focus on ways to improve themselves rather than on ways to get an A.

Ungrading does not mean a free-for-all. When assignments are completed, I will review your work and provide you with detailed feedback regarding strengths and areas for future improvement. I may “grade” for completion, or I may ask you to assess your own work by providing a brief explanation as to what you have learned, how much/what kind of effort you put into your work, and (potentially) what grade you might assign yourself. I understand that ungrading may seem a bit intimidating if you are not familiar with it, but I ask that you open yourself up to trying it with me this semester. Once we have settled on assignment types, we can finalize the ungrading policy for the class together.

Baruch does require that I assign you a final grade on the A-F scale, so you will engage in a final self-assessment at the end of the semester. I do reserve the right to assign the final grade but will speak to you one-on-one if my assessment of your work differs greatly from your own.

Keeping all of this in mind, please answer the following questions regarding grading and/or ungrading, a potential late policy, and course participation/class discussion expectations.

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1. Have you ever taken a class that used ungrading as an approach to learning? If so, what was that experience like? If not, what are your initial thoughts on the idea?
  
2. How important to you is detailed feedback on the following types of assignments?
  - a. Low-stakes assignments
  
  - b. Mid-stakes assignments
  
  - c. High-stakes assignments



3. What do you think about receiving a “grade for completion” or a “grade for credit” for the following types of assignments?
  - a. Low-stakes assignments
  - b. Mid-stakes assignments
  - c. High-stakes assignments
  
4. How do you feel about self-grading and self-assessment (after feedback) for the following types of assignments?
  - a. Low-stakes assignments
  - b. Mid-stakes assignments
  - c. High-stakes assignments
  
5. Additional thoughts, comments, ideas or suggestions on ungrading?



### Late Policy

1. What do you think a fair policy would be for partial credit on course assignments?
2. What do you think a fair policy would be for no credit on course assignments?
3. What exceptions do you think should be considered?
4. What do you think is a fair final cut-off day for any (non-final project) assignments?

### Course Participation/Class Discussion

1. How should students be expected to engage in synchronous class sessions? Talking? Writing? Small groups? Attendance? Other?
2. What are your expectations for yourself during in-class discussions?
3. What are your expectations for your peers during in-class discussions?
4. What would you like from me during in-class discussions?