

HW 6.3 Issues in Grading



| Learning Outcome | Pedagogical Intent | Student Position |
|---|---|--|
| Use assessment data to plan, adapt and implement instruction for English language learners according to their level of English language proficiency. Assessment: 50 pts. Due: Session 7 | Teachers can determine how to use assessment to grade students as well as track their development in learning content and language. | Students have explored links between assessment and student development. They are now prepared to consider potential links between assessment and grading and between grading and student development. |

Instructions

1. Read the accompanying article entitled [Issues in Grading](#).
2. Reflect upon the following questions in preparation for a discussion about fair grading during LA 8.2:
 - What methods do I currently use for grading and reporting?
 - How do I translate the results of my assessments into grades?
 - What do my grades mean?
 - What are my grades a conglomeration of?
 - How do my grading and reporting methods disadvantage or advantage ESL students?
 - What could I do to improve my grading and reporting to support the learning and success of my ESL students?
3. Capture your reactions in the Meaning Making section of the reading. Note your concerns, questions, thoughts, or practices that connect to the reading.
4. Write a brief summary (6-10 sentences) of your current thinking about the most important factors for developing grading and reporting methods that are useful, meaningful, and equitable for ESL students.
5. Prepare a series of notes or other artifacts that you can use to communicate with others your record

keeping and grading system.



Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from https://edtechbooks.org/diverse_assessment