

SCHOOL OF EDUCATION & PROFESSIONAL STUDIES

Disciplined Inquiry in Education Seminar Series

January 29, 2025/Noon-1:00 p.m.

Literacy Center Balcony

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GRADING REIMAGINED: HOW AN ALTERNATIVE APPROACH COULD HELP BOTH INSTRUCTORS AND STUDENTS FIND MEANING AND PURPOSE IN ASSESSMENT

Abstract. As educators, we spend a lot of time evaluating student work. However, is it time well spent? This discussion explores an alternative approach to grading and assessment that shifts the focus from grades to meaningful learning experiences. Drawing on personal experience, I will delve into the process of redesigning my grading system to prioritize student growth, self-reflection, and intrinsic motivation. By moving away from the traditional grading structure, this approach helps foster a sense of agency and reduces stress, ultimately benefiting both instructors and students. The goal is to create an environment where assessment becomes a tool for growth, not a source of angst or anxiety.

