

THANK YOU

CETL STAFF

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Faculty Fellows:

Brittany Collins
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Kevin Meyer

Upcoming Events

MAR 15 | 11-12 pm

Examining Student Feedback Mechanisms:
Instructor Course Evaluations

MAR 29 | 2:30-3:30 pm

Experiential Learning: Connecting Students with
the Real World

APR 19 | 12-1:30 pm

Creating a Supportive Online/Hybrid Course
Environment

STAY CONNECTED!

- 1 Read our bi-weekly newsletter, *The Seagull*, delivered to your email and available on CETL's homepage: www.svsu.edu/cetl/
- 2 Explore the teaching guides and event archives available on CETL's Canvas site.

Center for Excellence in Teaching and Learning

GRADING REIMAGINED

Create Your New
Assessment Strategy

Schedule

8:30	Breakfast
9:00	Welcome: Deb Huntley
9:15	Alternative Grading Workshop
10:30-10:45	Break
Noon	Lunch
1:00	Grants Showcase
2:00	Faculty Learning Community AI Discussion

TEACHING & LEARNING SYMPOSIUM

February 16, 2024

ROBERT TALBERT

Robert Talbert is a Professor in the Department of Mathematics at Grand Valley State University in Allendale, Michigan. He holds a Ph.D. in Mathematics from Vanderbilt University. Robert has experimented with and advocated for innovation in teaching and learning throughout his 25-year career in higher education. Primarily a classroom instructor, he also holds the position of Senior Faculty Fellow for Learning Futures through the GVSU President's Office, in which he works to connect faculty with innovation research opportunities.

He is the author of *Flipped Learning: A Guide for Higher Education Faculty* (Stylus Publications, 2017) and the co-author (with his GVSU colleague Dr. David Clark) of *Grading For Growth* (Routledge, 2023). He writes on higher education and leadership at rtalbert.org and on alternative grading practices at gradingforgrowth.com.

Robert lives in western Michigan with his wife, teenage children, and three cats. He aspires to spend more time playing bass guitar, reading books on the beach, and riding bicycles than being at a computer.

Four Pillars of Alternative Grading



CLEARLY DEFINED STANDARDS

Student work is evaluated using clearly defined and context-appropriate content standards for what constitutes acceptable evidence of learning.



HELPFUL FEEDBACK

Faculty give helpful, actionable feedback that the student can and should use to improve their learning.



MARKS INDICATE PROGRESS

Student work doesn't have to receive a mark, but if it does, the mark is a progress indicator toward meeting a standard and not an arbitrary number.



REASSESSMENT WITHOUT PENALTY

Students can reassess work without penalty, using the feedback they receive, until the standards are met or exceeded.

Grading Terminology

TRADITIONAL

A system where students are evaluated based on a cumulative score from assignments, tests, and participation, often converted into a letter grade based on percentages.

SPECIFICATIONS

A system where students are evaluated based on whether their work meets predefined criteria or specifications for quality. When students fail to meet a spec, they may try again.

STANDARDS-BASED

Evaluates students' proficiency in specific learning objectives or competencies rather than through an overall cumulative score. Each course objective (standard) is assessed independently. Instead of letter grades, students receive ratings (e.g. "meets expectations") that reflect their understanding of each standard.

ALTERNATIVE

Focuses on individual learning objectives, skills mastery, or student self-assessment. Includes standards-based, specifications grading, and ungrading.

UNGRADING

Minimizes / removes traditional grades, instead focusing on qualitative feedback, student self-reflection, and discussions between students and instructors to evaluate learning.

Next Steps

1 Reach out to Robert, who will be available for individual consultations through March 14.



2 Sign up for a working lunch on March 15 at noon to continue your alternative grading work in the company of colleagues.



3 Apply to join a 2024/2025 Faculty Learning Community that will focus on alternative grading.