

## *Effective Grading Book Discussion Group*

### **SESSION 4 (FEB. 25): GRADING AND GIVING FEEDBACK**

This final section of the book ranges from the very concrete (making grading more time efficient) to the very broad (improving teaching). Likewise, as we wrap up this series, I hope each of us has gained not only some practical ideas we can immediately apply to our courses, but also the opportunity to reflect on the general processes of planning, assessing, and revising that inform a scholarly approach to teaching.

#### ❖ **Reading:**

- Ch. 7 “Communicating with Students About Their Grades”
- Ch. 8 “Making Grading More Time-Efficient”
- Ch. 9 “Using the Grading Process to Improve Teaching”

#### ❖ **Some questions to think about as you read:**

- In the past, how have you communicated with students about their grades? What has worked well? Where are there still miscommunications?
- What is the most time-consuming part of the grading process for you? Which suggestions in chapter 8 do you think will help you most?
- After spending several weeks closely examining the grading process in your course, you’ve probably learned a lot about your teaching in general. What have been your most significant discoveries? What, if any, improvements do you want to make? What additional data do you need to collect?

#### ❖ **Bring with you:**

- Course materials you have revised as a result of reading this book (goals, course outline, assignments, grading criteria, etc.)

#### ❖ **Looking ahead:**

- Where do we go from here?