

Grading Self-Assessment Checklist

Use this worksheet to identify which parts of the tasks described in this chapter you have completed. For any item that has not been completed, note what needs to be done to complete it. Then transfer your notes to your planning calendar in the form of specific actions you need to take (for example, “October 10, finish determining the percentage of mastery used to determine student grades”).

Task	Notes and Implementation Ideas
<input type="checkbox"/> <i>TASK 1: Develop clear goals for each class you teach.</i> I have developed and written down four to seven major goals (instructional and/or behavioral) that I want to accomplish with all my students by the end of the school year. I have identified specific ways in which I will use these goals to guide lesson planning and decision making throughout the year.	
<input type="checkbox"/> <i>TASK 2: Design instruction and evaluation procedures that create a clear relationship between student effort and success.</i> I have determined the evaluation methods and processes I will use to verify that students who are learning what I am teaching can clearly see the link between learning, doing work and participating, and receiving a passing grade. In order to increase motivation for all my students, I have clarified my instructional objectives and will evaluate students only on the basis of those objectives. I have made sure my students understand my class objectives so that they will know what they are supposed to study, thus increasing the likelihood they will make the effort. Moreover, I have organized my grading system so that a student who meets specific objectives will pass. It is not based on a curve. I have done the following to help me establish my goals in units of instruction and evaluation:	

	<ul style="list-style-type: none"> • Broken down the semester's content into one- or two-week units of instruction • Determined the percentage of mastery that will be used to determine student grades • Identified the essential objectives for each unit that I want my students to master and retain • Built cumulative review of essential objectives into subsequent units of instruction
	<p>□ <i>TASK 3: Establish a system to provide students feedback on behavior and effort. Incorporate this into your grading system.</i></p> <p>I understand that my grading system must demonstrate that daily work and attention have a cumulative effect on grades. I need to teach less-motivated students that learning independent study skills, knowing how to listen, and taking responsibility for assignments and materials have a direct relationship to success and good grades. I will accomplish this by basing a percentage of their final grade on behavior and effort.</p> <p>I have done the following to assist me in accomplishing this:</p> <ul style="list-style-type: none"> • Established what percentage of the final grade will be for classroom behavior and effort, taking into account the subject, course level, and maturity and self-motivation of the students • Determined the approximate number of total points students may earn for tests, assignments, and class projects during the term

	<ul style="list-style-type: none">• Determined the approximate number of total points students may earn for behavior and effort• Designed an efficient system for monitoring and recording daily classroom behavior points (using the Behavior Record Form)• Determined the impact on students' grades that not being in class will have, making sure not to penalize excused absences• Planned to total points on the Behavior Record Form weekly and give them to students
<input type="checkbox"/>	<p><i>TASK 4: Design procedures for students to receive feedback on each aspect of their behavioral and academic performance and to know their current grades.</i></p> <p>I understand the importance of getting grades back to students quickly and the importance of them knowing their current status in class at all times so that they can measure the effects their effort has on their grade. Therefore, if I am using a computerized grade program, I will print out current grades and assignment status on a weekly basis. Otherwise I will use a student grading sheet to prompt students to record their grades.</p>
<input type="checkbox"/>	<p><i>TASK 5: Implement effective instructional practices.</i></p> <p>I understand that instructional style has a significant impact on student behavior. I have identified one or two aspects of my presentation style that I will work to improve over the course of the year. I have made plans to improve my presentational style by:</p> <ul style="list-style-type: none">• Varying the tone of my voice to avoid monotony• Varying the intensity of my presentation so I am not always excited or always calm

- Using humor
- Clarifying lesson purpose
- Clarifying information

I have made plans to actively involve students in lesson. Following are strategies I can use:

- Asking questions
- Giving students tasks to work on in pairs
- Presenting small tasks for students to work on independently
- Giving mini-quizzes

TASK 6: Present desired tasks to your students in a manner that will generate their enthusiasm.

I understand that presenting tasks and behaviors in a manner that generates student enthusiasm will help motivate my students to try their hardest. I can do this by:

- Explaining how an activity will be useful to students
- Providing a vision of what students will eventually be able to do
- Relating new tasks to skills students have already learned
- Rallying student enthusiasm, especially when the task is challenging