SPECS GRADING IN A LINEAR ALGEBRA COURSE

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Dordt College
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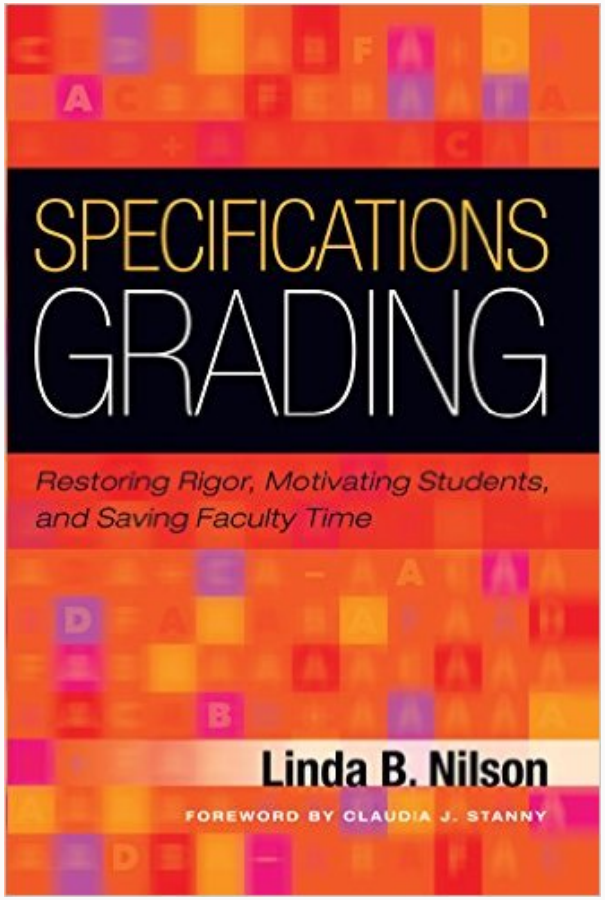
INTRODUCTION

RESOURCES


SPECIFICATIONS
GRADING
Restoring Rigor, Motivating Students, and Saving Faculty Time
Linda B. Nilson
FOREWORD BY CLAUDIA J. STANNY

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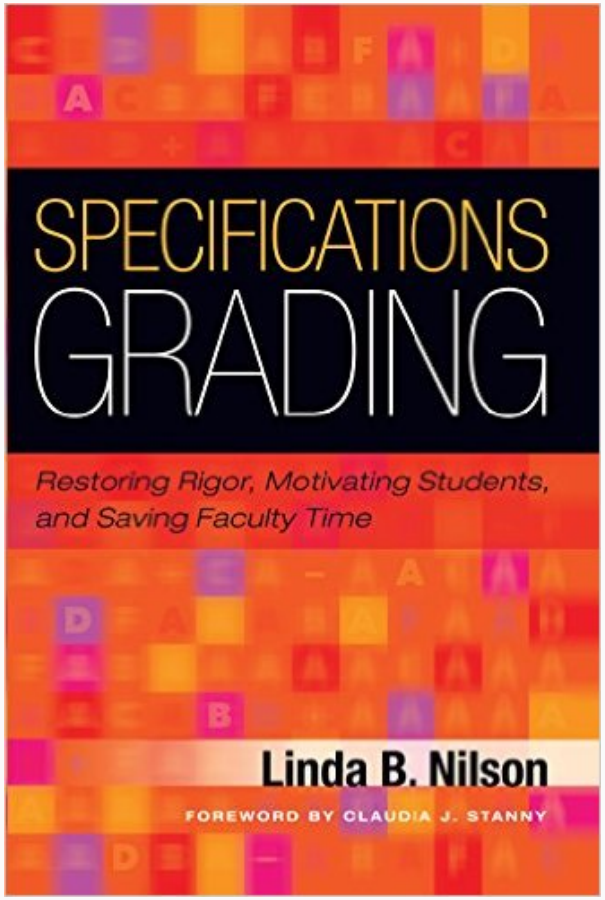

Robert Talbert's blog: `http://rtalbert.org/blog/`

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- Provide rich feedback and limited opportunities to revise non-passing work to encourage growth.
- Give students choice: compute a final grade based on the amount/quality of passed work.

MY COURSE

THE STUDENTS

- 11 engineering majors
- 4 math/math ed majors
- 3 actuarial science majors
- 2 CS majors
- 1 chemistry major

TYPES OF ASSESSMENTS

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- Free revision if assessed at Progressing; limited revision if assessed at Repeat

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By semester's end, I was somewhat dissatisfied with these assignments.

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Modified mastery-based testing:

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Modified mastery-based testing:

- Each assessment contained a collection of 2–3 problems corresponding to level 1 of a LM
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I was fairly happy with how this worked.

Independent work: investigations (5)

Independent application topics (e.g., traffic flow, Markov chains, Cramer's rule, PageRank)

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- Assessed on a Pass/Progressing/Repeat basis

These assignments fit the course/grading system really well.

FUTURE PLANS

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- A homework set (two levels)

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- A homework set (two levels)
- Exam problems (two levels)

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- Daily work
- A homework set (two levels)
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- A written reflection (on, e.g., a reading, the work in the module, the module's content)

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- Daily work
- A homework set (two levels)
- Exam problems (two levels)
- A written reflection (on, e.g., a reading, the work in the module, the module's content)

Students will also be asked to "re-certify" their mastery of some earlier timed assessments at the end of the semester.

Thanks!

mike.janssen@dordt.edu

	D	C	B	A	Notes
Level 1 Learning Modules	☐ ☐ ☐ ☐ ☐ ☐		☐ ☐ ☐		
Level 2 Learning Modules			☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
Timed Learning Modules	☐ ☐ ☐ ☐ ☐	☐	☐	☐	
Investigations	☐ ☐	☐	☐	☐	