



# PROPOSAL FOR A CONSISTENT AND TRANSPARENT GRADING SYSTEM

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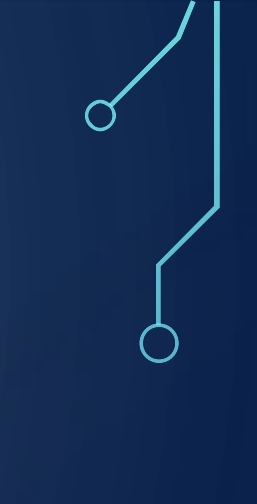
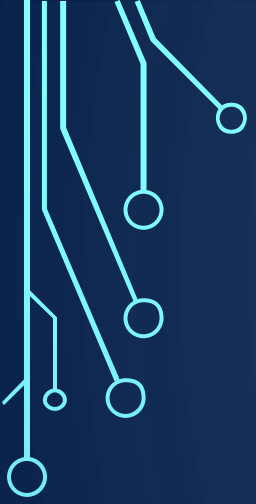
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# ABOUT ME

- US Navy 6 years
- Electrician on Nuclear Reactor for submarines
- Instructor at Nuclear Power Training Unit in Charleston 3 years (electrical & nuclear theory and operation)
- STA-21
- ECE undergrad





We propose that a consistent and transparent (absolute) grading system be created by the Core Curriculum Committee and then implemented as part of the core curriculum.



Following this, feedback from professors and students will be obtained to determine the legitimacy of this grading system and its implementation into general grading policies for the College of Electrical and Computer Engineering, noting that there are certain exceptions (i.e., engine, capstones, seminars, post-grad classes).

# OBJECTIVES

- Current system and some potential issues
- S.A.C. Proposal
- Our Vision


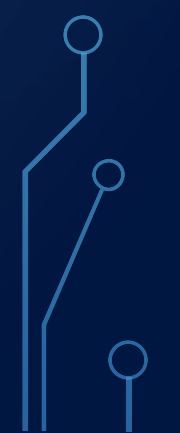
# GRADING SYSTEM



- Varies based on professor
- “Don’t worry about it”/”You’ll be pleasantly surprised” system (unknown)
- Grades curved during final grade report
- Lack of transparency



# STUDENTS UNABLE TO MAKE DECISIONS

- Drop/non-credit a class
  - How to best allocate their time
  - Maintain school/life balance
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# GRADING CAN BE INACCURATE

- Differing grade scales represent different levels of knowledge [4]
  - 3.6 in autumn  $\neq$  (3.6 in winter | | 3.6 in spring);
- Non-academic factors used as criteria for assigning grades [2]
- Harder content with curving increases luck as a variable in performance [1]







# AFFECT STUDENTS FINANCIALLY

- Jobs (number of hours they can work)
- Don't know to withdraw in time == a waste of money
  - More impactful and more likely to happen to those who come from low-income households [2]
- High grades as a limited resource
  - Affect scholarships
  - Affect programs
  - Can limit internships/jobs

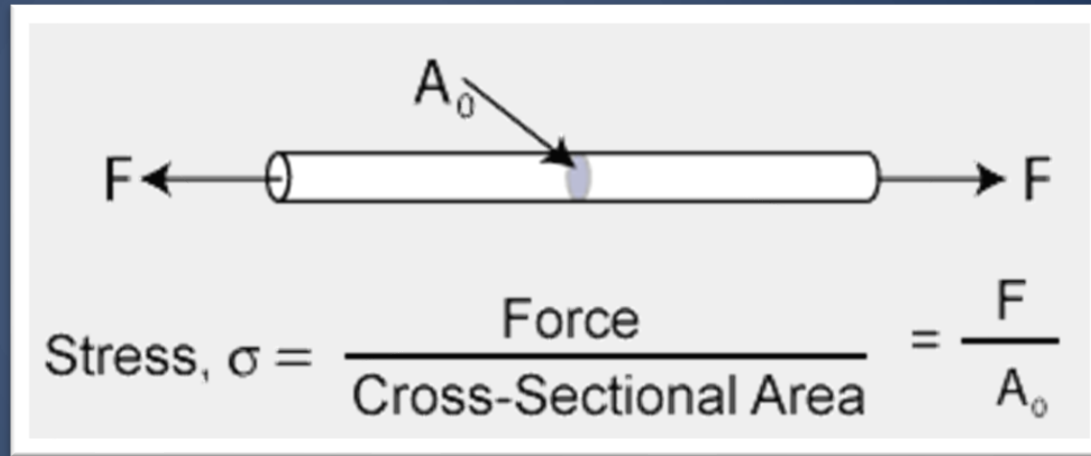


# CREATES COMPETITION

- Student's academic success dependent on performance of others
- “I do better when you do worse”
- Discourages collaboration among students [1], [4]



# STRESS



- Stress of the unknown
- “Students experience less stress when they know that their grade isn't dependent on or compared to others' performance. In other words, the bullseye doesn't change size depending on how many students hit it.” [4]
- Feelings of powerlessness in one's academic performance
- Interferes with our brain's ability to process new information, recall prior knowledge, and perform higher cognitive tasks

# PROPOSAL

We propose that a consistent and transparent (absolute) grading system be created by the Core Curriculum Committee and then implemented as part of the core curriculum.

Following this, feedback from professors and students will be obtained to determine the legitimacy of this grading system and its implementation into general grading policies for the College of Electrical and Computer Engineering, noting that there are certain exceptions (i.e., capstones (engine), seminars, post-grad classes).



# OUR VISION





# TRANSPARENT GRADING

- Stated in syllabus
- Accurate within  $\pm 0.1$  on a GPA scale
- Student's can at any time determine their current GPA ranking
- No surprises or unknowns
- Ensures fair grading
- Based on performance not a desired average

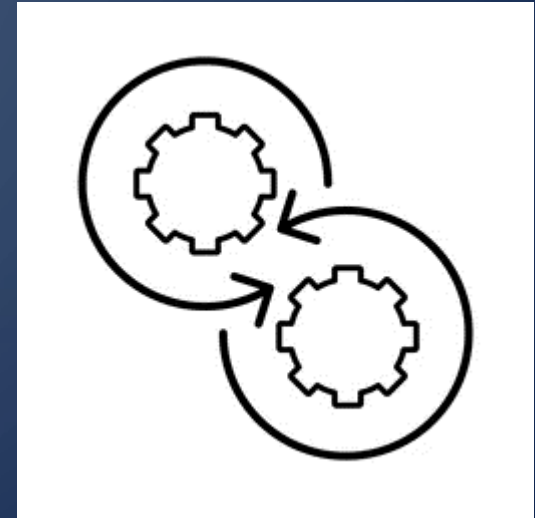
GRADE	RANGE	Standard Courses
<b>A+</b>	<b>97-100</b>	<b>4.0</b>
<b>A</b>	<b>93-96</b>	<b>4.0</b>
<b>A-</b>	<b>90-92</b>	<b>3.7</b>
<b>B+</b>	<b>87-89</b>	<b>3.3</b>
<b>B</b>	<b>83-86</b>	<b>3.0</b>
<b>B-</b>	<b>80-82</b>	<b>2.7</b>
<b>C+</b>	<b>77-79</b>	<b>2.3</b>
<b>C</b>	<b>73-76</b>	<b>2.0</b>
<b>C-</b>	<b>70-72</b>	<b>1.7</b>
<b>D+</b>	<b>67-69</b>	<b>1.3</b>
<b>D</b>	<b>63-66</b>	<b>1.0</b>
<b>D-</b>	<b>60-62</b>	<b>0.7</b>
<b>F</b>	<b>0-59</b>	<b>0</b>

# CURVING

- Shift away from curving
- If needed, curving is done on exams and curve is posted with exam grades
- Instead of curving exams allow for rework/additional work for reduced points
- If curving needs to occur when unexpected a midterm review occurs to identify and correct any issues


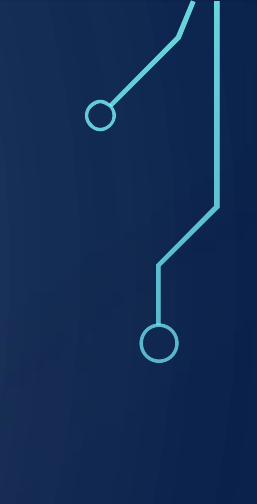

# CONSISTENT GRADING

- Eliminates confusion and grade disputes
- Ensures the same level of knowledge
- Potentially eliminate the need to reteach material
- More accurate idea of students taking classes





# SUMMARY

- We at the S.A.C. strongly believe it is a student's right to be cognizant of their current GPA standing at any time with a reasonable measure of accuracy. We request that this committee considers this proposal and implements action towards testing its legitimacy and its future implementation.
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# SOURCES

- [1] G. Kulick and R. Wright, "The Impact of Grading on the Curve: A Simulation Analysis," *International Journal for the Scholarship of Teaching and Learning*, vol. 2, no. 2, Jul. 2008, doi: <https://doi.org/10.20429/ijsoTL.2008.020205>.
- [2] S. McClam and B. Sevier, "Troubles with grades, grading, and change: Learning from adventures in alternative assessment practices in teacher education," *Teaching and Teacher Education*, vol. 26, no. 7, pp. 1460–1470, Oct. 2010, doi: <https://doi.org/10.1016/j.tate.2010.06.002>.
- [3] J. Randall and G. Engelhard, "Examining the grading practices of teachers," *Teaching and Teacher Education*, vol. 26, no. 7, pp. 1372–1380, Oct. 2010, doi: <https://doi.org/10.1016/j.tate.2010.03.008>.
- [4] J. Feldman, "Taking the Stress Out of Grading," *ASCD*, Sep. 01, 2020. <https://www.ascd.org/el/articles/taking-the-stress-out-of-grading>
- [5] "Relationship Between Students-Student Academic Interactions and Academic Achievement in Public Secondary Schools in Nakuru County, Kenya," *Journal of Education and Practice*, Jun. 2020, doi: <https://doi.org/10.7176/jep/11-16-06>.

The image features a dark blue background with abstract, light blue circuit-like lines in the corners. These lines consist of vertical and horizontal segments connected by small circles, resembling a stylized electronic circuit or data flow diagram. The lines are positioned in the top-left, top-right, bottom-left, and bottom-right corners, framing the central text.

QUESTIONS?