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Creating clear boundaries around when students can submit assignments after the due date can boost morale for everyone. When the end of a term approaches, educator social media is full of images and commentary on the sheer amount of grading that will be coming their way. From images of monstrous waves or an exhausted teacher grasping a large cup of coffee, the stress is palpable. So how do we make this better for everyone, including teachers, students, families, case coordinators, and everyone else struggling at the end of the term? As educators, we want to be considerate of the fact that students have yet to acquire excellent management skills. But we also need to protect our own mental health and teach students the responsibility that comes with completing assignments and turning in work. Some years back, I had a high school world language class with a wonderful group of students—but getting work from them was challenging on a good day. After one particularly exhausting end of the term when I received a monumental amount of late work, I flatly said, “We can’t do this again.” Shockingly, they agreed. I gave the class 30 minutes to discuss as a class what they thought could be a fair policy. The requirements were simple: 1. Simplicity. This policy had to be easy for me to manage as a teacher. 2. Accountability. It couldn’t be a free-for-all with no accountability. I could easily write a separate article on how to have students design class policies, but that is for a different time. Here is what the students came up with as a proposal: Assessment as final deadline: All homework and classwork is accepted full credit until the assessment—then it is not accepted at all. This also counts for any retakes (or corrections) to other activities or smaller assessments. The 55 percent rule: If a student does the large majority of the assignments up until assessment, they do not get less than 55 percent on any assessment. This gives students an incentive to get their work done and make arrangements with the teacher to keep on track. It should be very unlikely that a student will do the majority of assignments related to an assessment and get below 55 percent. However, if it does happen, they know that there are policies in place to help them. If a student does get below 55 percent and has done the large majority of the work, this forces me as an educator to consider the cause. Did other students have similar troubles? If so, was the assessment reflective of the work done in class? If this student was an outlier, perhaps they simply had a rough day (which does happen)?