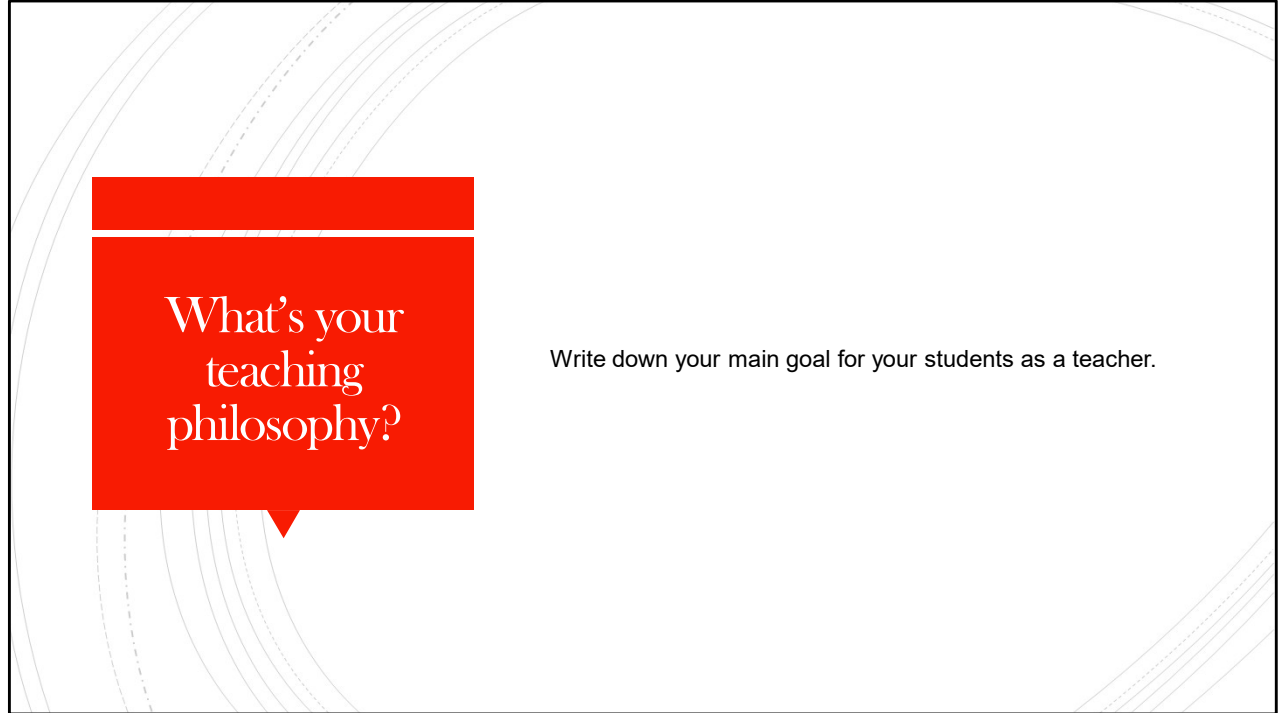
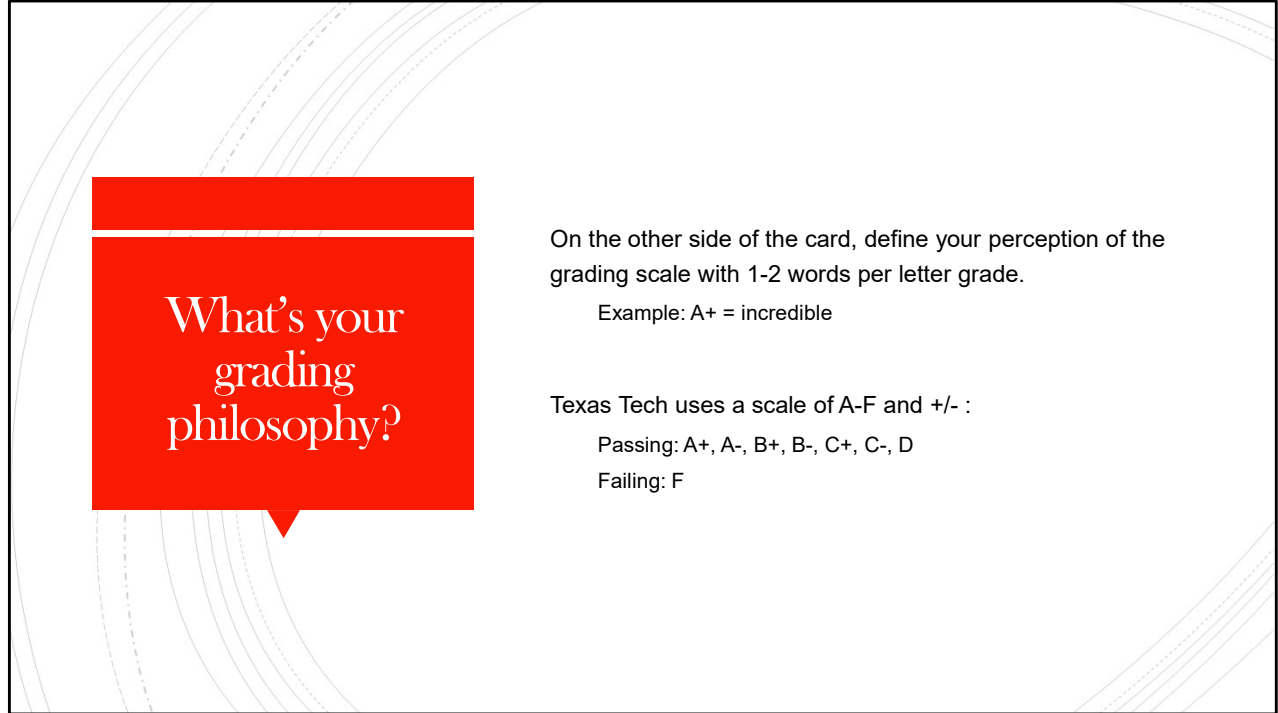


The background of the slide is a light gray topographic map with concentric contour lines. A large, solid red speech bubble is centered on the map. The text "Grading as a FYW GPTI" is written in white, serif, all-caps font inside the speech bubble.

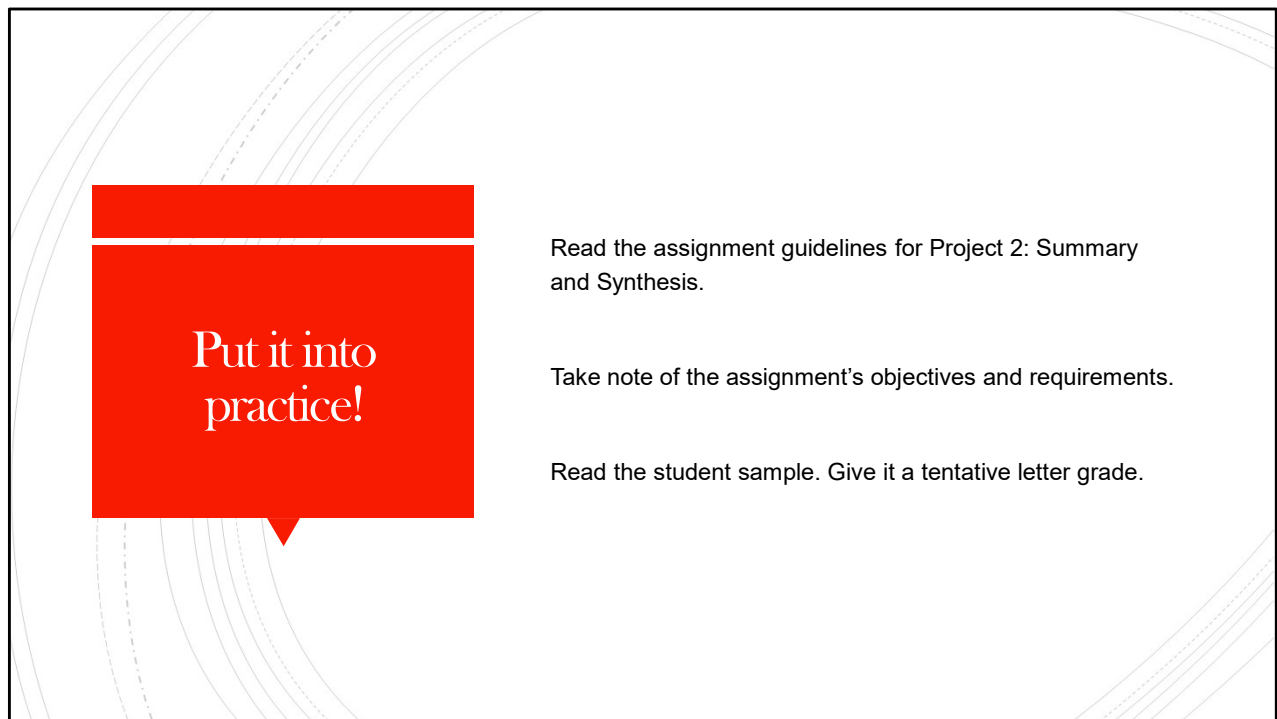
Grading as a FYW GPTI



Call a few volunteers to share their goals. Connect their goals to the FYW program's goals.



Ask program leaders to define what an “average” grade is to them. Explain how to convert letter grades to numbers and demand consistency in that conversion. Discuss emotions surrounding low grades and how to differentiate “failing a student” from “a student failing.”



Put it into practice!

- Read the assignment guidelines for Project 2: Summary and Synthesis.
- Take note of the assignment's objectives and requirements.
- Read the student sample. Give it a tentative letter grade.

Set a timer for 20 minutes (can be 10-15 also if time is short). Once finished, arrange them physically in groups by the grade assigned. (Split large groups by +/- if necessary). Have them discuss their reasonings briefly as groups, then ask a spokesperson to share from each group. Distinguish important hits/misses from the essay (i.e., assignment purposes/guidelines) and unimportant things (i.e., spelling errors). Discuss what's negotiable in importance and why (i.e., 100 words off from the word count, formatting, things you specifically say in class like 5-word max quotes, etc.), taking care to note what compromises the program allows for and what goes too far.

A quick note on comments:

GLOBAL COMMENTS

General feedback to the writer, around 3-6 sentences long

- Incorporate praise and criticism
- Progressive rather than situational – how can they improve in the future?

MARGINAL COMMENTS

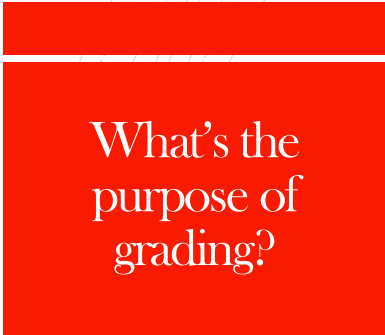
Suggestions for revisions and brief explanation of the concern/ success

- Optional; for “screaming” issues that NEED help

OR

- Perhaps 1-2 per page to offer more specific notes

State that the leads will discuss comments more in their weekly meetings, and give more specific advice on marginal comments.



What's the purpose of grading?

- Create a “conversation” around the student’s writing
- Offer feedback rather than assign a “value” to their work
- Consider the student’s work holistically and individually



Check in with a show of thumbs up/down and state that instructions regarding how to use Blackboard will also be available on the FYW Sharepoint, and their leads will assist with grading more in their weekly team meetings as course assignments become due.