“Fair Isn’t Always Equal”
By Rick Wormeli

Effective reasons for providing grades
• To document student and teacher progress
• To provide feedback to the student, family, and teacher
• To inform instructional decisions

Less effective reasons to providing grades
• To motivate students
• To punish students
• To sort students

Approaches to Avoid When Differentiating Assessment and Grading
• Avoid nonacademic factors, like behavior, attitude, effort, and attendance into the final grade
• Avoid penalizing students’ multiple attempts at mastery
• Avoid grading practice (Homework)
• Avoid withholding assistance with learning when it’s needed
• Avoid assessing students in ways that do not accurately indicate their mastery.
• Avoid extra credit and bonus points
• Avoid group grades- Individual accountability is important
• Avoid grading on a curve
• Avoid recording zeros for work not done.
Conditions for redoing work for full credit

- Redoing work is at the teachers discretion
- Treat students as we would like to be treated—What happened?
- Ask parents to request the redo opportunity
- Reserve the right to change the format of all redone work
- Ask students to create a calendar for completion
- Staple or attach the original assessment to the new assessment

Grading Special Needs Students in Inclusion Classes

- Regular Education and Special Education teachers work together to focus on the special needs of students per their IEP goals.
- Accommodations for special needs students are important to differentiated instruction and grades.
- The Regular Education and Special Education teacher work together to provide a grade that represents a true reflection of the students learning.