**Teacher Panel**: Valerie, Emily, and Bob

Advice on managing the workload, specifically portfolio grading

·      Emily: Holistic: be aware of what your privilege as a teacher and a grader and decide how you’re going to account for that.

o   Emily privileges the critical reflection and students’ ability to recognize strengths and weaknesses. Want to honor that knowing is worth something even when there’s a gap between knowing and performing.

o   Grades holistically: I think in terms of the grids/in terms of outcomes, but at this point is comfortable with outcomes so grading is more of a feel/muscle memory. Knowing that I privilege certain things/influences her grading of various outcomes. Looks at reflection and showcase piece for each outcome as a package.

o   **Tips:** trust yourself. Trust that you know your students and their capabilities and trust that you know you can grade them.

o   Midterm grades: at Kentwood they give grades on assignments as they come in. Kentwood gradebook honors UW structure of grade where portfolios are 70% but within the participation grade the papers get actual grades. If they’ve een doing the best work through the semester then there’s a pretty accurate prediction of what your final grade will look like.

o   20% of the 30% is accounted for with the grade they get on their drafts. Emphasizes that she views their grade in process but that’s where their work is. Uses 4.0 scale on all grading. Uses rubrics largely from outcomes.

o   Does not comment on portfolios at all; asks them to conference if they want to know more.

·      Valerie: does not grade papers at all through the midterm; only grade comes from portfolio final.

o   Allows for revisions but not a lot happen because they’re pretty busy with other essays.

o   Lifted a lot of ideas from other workshops – what works for her: students have to know the outcomes really really well in order to write a strong critical reflection, so she starts with day one really getting to know the outcomes. They make and present posters about the outcomes and leave the posters up over the course of the semester and using the language of the outcomes constantly

o   More explicitly linking short assignments to the outcomes.

o   Reflections about outcome performances that can build towards critical outcomes at the end of the semester.

o   Portfolios: worksheets that help them chart out how showcase pieces might map for the outcomes. (see worksheet) Portfolio planning charts.

o   Grades outcome by outcome rather than holistically. Uses the rubric chart, then averages it, then RETURNS to the description of the grades to make sure it matches.

o   Efficient workload: it’s just a lot. By the time you get to the portfolio you’ve read the papers multiple times so I’m really looking for growth between first and last draft.

o   Excel file with grade and comments.

·      Bob: give student models of what a strong paper looks like. Even if it’s just a model paragraph or introduction. People don’t generally try to lift or plagiarize those.

30% participation – how does it get used.

Valerie: peer review days get scored more heavily. Having your own draft, plus quality feedback (words from the rubric) they can get a high grade. Participating in discussions/conferences.

Amber: Put first draft grades into 70% section until the end, then those grades shift into the 30% category once the portfolio comes in.