

Conference Grading

First Year, Rationale and Details

Purpose

Conference grading will focus on three qualities that encompass the traits of positive-learning: *determination, contribution, and management (DCM)*. From scholarly-articles, in-depth analysis, anecdotes, and experience, DCM applied by students create an environment of transparent grading, student-led improvement, and long-term confidence. With this in mind, DCM proves useful across content-areas and disciplines. Furthermore, this allows students to advocate for themselves and for both the instructor and student to have honest and fruitful conversations about details pertaining to their performance in class, not simply based on ‘acquired skills’.

Details

A conference-grade will be posted at minimum every three weeks and at maximum each four school days. This depends on the content matter, length of the unit, and considerations for ‘enough time’ to generate relevant responses to the conference-grade.

The table below shows the scoring line, based on clearly defined expectations and learning objectives. Students will score their efforts as will the instructor. The student and teacher will confer on the score for no more than three minutes to determine a DCM grade out of 30 points.

| | 1 no positive demonstration | 2 Very little positive demonstration | 3 Adequate positive demonstration | 4 Adequate positive demonstration and evidence of confidence | 5 Actively pursuing positive demonstration and evidence of confidence |
|---------------|--------------------------------|---|--------------------------------------|---|--|
| Determination | | | | | |
| Contribution | | | | | |
| Management | | | | | |

Example

The subjective application of DCM on a students efforts creates an opportunity to explain a range of behaviors and learning outcomes.

Student A:

For two weeks comes prepared for class and shows determination to understand the subject matter through homework completion, questioning the teacher or seeking assistance from an outside guide (counselor, parent, Special Ed. team).

The student contributes positively to class by making efforts to participate in discussion, answering questions, and helping students around by not interrupting their learning environment.

The student manages their time openly and honestly by reaching out to instructor to give realistic turn in times of assignments, either early or late, and by maximizing their efforts and days that allow it to compensate for days that do not allow it.

High score by student and teacher conferring

Student B:

The student doesn't demonstrate determination after being absent and not inquiring with teacher to understand missed concepts. However, the student sought out class notes from a friend and is clearly caught up measured by formative assessments a day later.

The student does not contribute building up students in class. By shutting down their ideas or quietly chuckling at a response. Through this, they intimidate other students which intrudes on their ability learn in a positive atmosphere. However, this was an incident that was corrected by the teacher and the behavior consistently stopped over a few-day period.

The student has not managed their materials appropriately, apparent by constantly asking to leave to grab useful items from their locker. Furthermore, the student constantly asks peers for materials to complete tasks almost to the other students' annoyance.

Mid-range score by the student and teacher conferring

Transparency

Students will collect a summary slip from the instructor after each conference. As this approach is more subjective than strict data from traditionally graded tests, it is the subjective element that creates an atmosphere positive student awareness. As the idea goes, if the student demonstrate 'successful' characteristics they will ultimately attain the skills.

This approach will be documented and revised through conferring with students, parents, administration, consultation with new literature, etc.

Finally, this approach comfortably transcends learning capabilities as it focuses on characteristics that promote long-term success and not solely on skill and knowledge.
