

My Teachers Don't Grade The Same

Standardization of Class Guidelines/Grading: A Design Sprint



With a change in the grading system from the shift to online learning, it has been harder for teachers to be as transparent about how they will grade their assignments without face-to-face communication. **Without a standardized process, many teachers may grade in different ways online in comparison to how they grade on campus.** This problem is important because it makes students base their investment in a course off of how a teacher grades. Different students can put in more work and have a better understanding than their peers and still receive a lesser grade. A standardized system is needed to help

students understand the importance of their assignments and how to maintain their grades. This problem impacts both the teaching faculty and the students. The teaching faculty will have to work to find a way to ensure that the work they are grading and distributing is both equitable and standardized considering the nature of IMSA's "inquiry" curriculum. However, it will also impact students. If faculty successfully addresses the problem the student's grades *should be* representative of their knowledge of the topic. If it is not successful the student's grades will not reflect that.

The constraints of this problem are that it is under the assumption that standardized education is the most beneficial and efficient measure of a student's intellect. Also, the student population of IMSA is diverse geographically and financially, this could potentially provide obstacles in maintaining a standardized education through virtual learning.

Resources for this problem include using surveys or online submission boxes to provide faculty or student input to obtain more information on the problem. Since it may be hard for students to speak out about their issues regarding grading and organization of teachers, clubs like StudCo can be partnered with. Due to differences in every student's virtual learning situation, as well as how almost all IMSA teachers had different approaches to virtual learning, it is much harder for students to work and actually learn in virtual learning.

The effects of this problem are wide-reaching even through in-person learning. Teacher discretion and differences in teacher grading can be the difference between an A or a B or the difference between a C and D or anywhere in between. In classes that require a teacher's recommendation, it could also be the difference between getting into that class or not. These

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are major problems and they become even worse with virtual learning. Solving the problem simply through a pass/fail grade system can have negative effects on a student's transcript. There are large discrepancies between how teachers grade at IMSA that arise in distance and in-person learning. These inconsistencies make it difficult to know what work you need to put into each class. Remote learning only exacerbates and emphasizes these differences.

Even on-campus, the difference in expectations and grading between teachers is noticeable. With teachers handling the virtual setting in unique ways, unclear expectations, organization, grading, and overall learning may vary greatly between teachers. **How can the virtual learning grading system be more standardized?**