

<p>Grading System (How students’ final grades are determined)</p>	<p>Assignment Design (Goals, directions, and deliverables)</p>
<p>Grading Process (The specific mechanics of grading a set of assignments, e.g. anonymous grading)</p>	<p>Assignment Feedback (Comments & other feedback on graded or ungraded work – from instructors or peers)</p>

Professor A

- students decide at the beginning of the semester how they want major assignments weighted in their final grade (e.g. one student may choose to have the midterm exam equal 35% of her grade and the final presentation equal 15%; another student may choose to have the midterm worth 20% and the presentation worth 30%) – they cannot adjust those weights later

Professor B

- assignments are grouped into “bundles” of increasing difficulty and complexity – and final grades are determined by which bundles a student successfully completes (e.g. completing bundles 1 – 5 successfully might equal a C, while completing all 8 bundles would mean an A);
- all assignments & assessments are graded as satisfactory/unsatisfactory (with the bar for “satisfactory” set at B-level work);
- students are provided a set number of “tokens” that they can redeem for a chance to revise an assignment, retake an exam, or extend a due date.

Professor C

- final grades are determined by students’ degree of progress towards mastery on a set of defined learning outcomes (mastery is evaluated on a four-point scale: 0 = not assessed, 1 = needs practice, 2 = proficient, 3 = above average proficiency);
- assignments are explicitly tied to learning outcomes and a single assignment may serve to evaluate students’ proficiency on multiple outcomes;
- students cannot revise assignments but they are given multiple opportunities throughout the semester to demonstrate their proficiency in a variety of ways (and it is their most recent performance on an outcome that is factored into their final grade).