# Workshop Learning Objectives

1. Gain actionable insight into your personal philosophy about assessment
2. Gain a clearer understanding of ungrading
3. Develop a personal motivation for considering or adopting ungrading practices
4. Identify at least one ungrading practice and one possible implementation scenario
5. Identify potential barriers to implementation and gain the confidence to determine a solution

**You may be attending this workshop at one of many possible entry points:**

*“I’m generally curious about ungrading but not sure if and how it can be relevant to my teaching or possible in my context”*

*“I have an understanding of ungrading principles and practices and an interest in implementation. I want to start auditioning and drafting specific ideas for implementation.”*

*“I have ideas for or experience with implementation, but I want to revise, get feedback, and/or build community with like-minded educators.”*

**You may even be at a different point for each of the courses that you teach. I am.**

# Free-Writing about Assessment

Why do I think grading matters? Why do *I* grade?   
What would happen in my classroom if I didn’t assign grades?

# State an intention: What do you hope to gain from this workshop?

How likely?

# Notes from Ungrading Introduction

# Suggested On Ramps

* If you are, generally curious about ungrading but not sure if and how it can be relevant to your teaching or possible in your context, you might choose one of the following activities:

1. Peruse background reading and implementation ideas:
   * Linked on the workshop site: [bit.ly/UngradingWorkshop25](https://bit.ly/UngradingWorkshop25)
   * In our Perusall Journal Club to see peer comments
   * Rebecca’s BIO220: Plant Biology contract grading course at: [bit.ly/BIO220\_ungrading](https://bit.ly/BIO220_ungrading)
2. Focusing on a single course, evaluate your syllabus for assignments that could be ungraded or minimally graded. Choose one assignment to re-work.
   1. Determine the goals of this assignment: What Student-learning objectives is it meant to address? Are those SLOs clear in the assignment design? Can they be evaluated in the requested product?
   2. Considering the above, draft a new method of assessment: maybe student self assessment with a rubric, peer review, individual conferences, etc. Consider how this feedback/assessment will foster a growth mindset or focus on accountability, reflection, and/or metacognition.

* If you have some familiarity with ungrading principles and practices and an interest in implementation, you might choose one of the following activities:

1. See Activity #2, above
2. Consider Rebecca’s BIO220: Plant Biology resources posted here: [bit.ly/BIO220\_ungrading](https://bit.ly/BIO220_ungrading)
3. Think about how you might explain ungrading to students, peers, and/or administrators
   1. Outline why you plan to (or at least want to) implement ungrading.
      * Later, consider reading Punished by Rewards (Kohn 2018; esp. ch 3, 8, & 11) for   
        data on how rewards harm intrinsic motivation, discourage creativity, and hamper development of self efficacy. Today, see: [www.jessestommel.com/why-i-dont-grade/](http://www.jessestommel.com/why-i-dont-grade/)
   2. Write a blurb for your course syllabus about ungrading.
      * Consider the example syllabi at: [bit.ly/BIO220\_ungrading](https://bit.ly/BIO220_ungrading)
4. Decide to revise an entire course. Choose a model of ungrading and consider how your course would change accordingly

* If you have ideas for or experience with implementation, but want to revise ideas, get feedback, and/or build community with like-minded educators.

1. See the activities in the sections above
2. Consider finding a work partner before the break
3. Post course materials in the shared Perusal Journal Club (link here: [bit.ly/UngradingWorkshop25](https://bit.ly/UngradingWorkshop25)). Add a comment at the top of the document (or comment throughout) indicating the feedback you are requesting.

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# Parking downhill before we take a break

Use the space below to briefly capture any questions and inspiration that you have at the moment

Set a goal for 50-60 minutes of work. Write it below.  
Try to make your goal “SMART: Specific, Measurable, Achievable, Relevant, and Time-Bound”

Consider self-identifying into a groups for when we return:

1. I want to work quietly without much interruption or chatting
2. I want to work independently but also fine to chat with others at will
3. I want to specifically collaborate on a thing with [or near] someone

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# Progress Check-ins

What did you accomplish in the first work session after the break?

Set a goal for the next 50-60 minutes of work. Write it below.  
Try to make your goal “SMART: Specific, Measurable, Achievable, Relevant, and Time-Bound”

What did you accomplish in the second work session?

# Final Reflections

Revisit your intention at the top of page 2 and reflect below on your assessment of your progress toward that goal.

Revisit the learning objectives on page 1. For which objectives do you perceive notable growth? Which objective(s) do you still want to work toward?

Make some notes below about your next steps related to your work today.



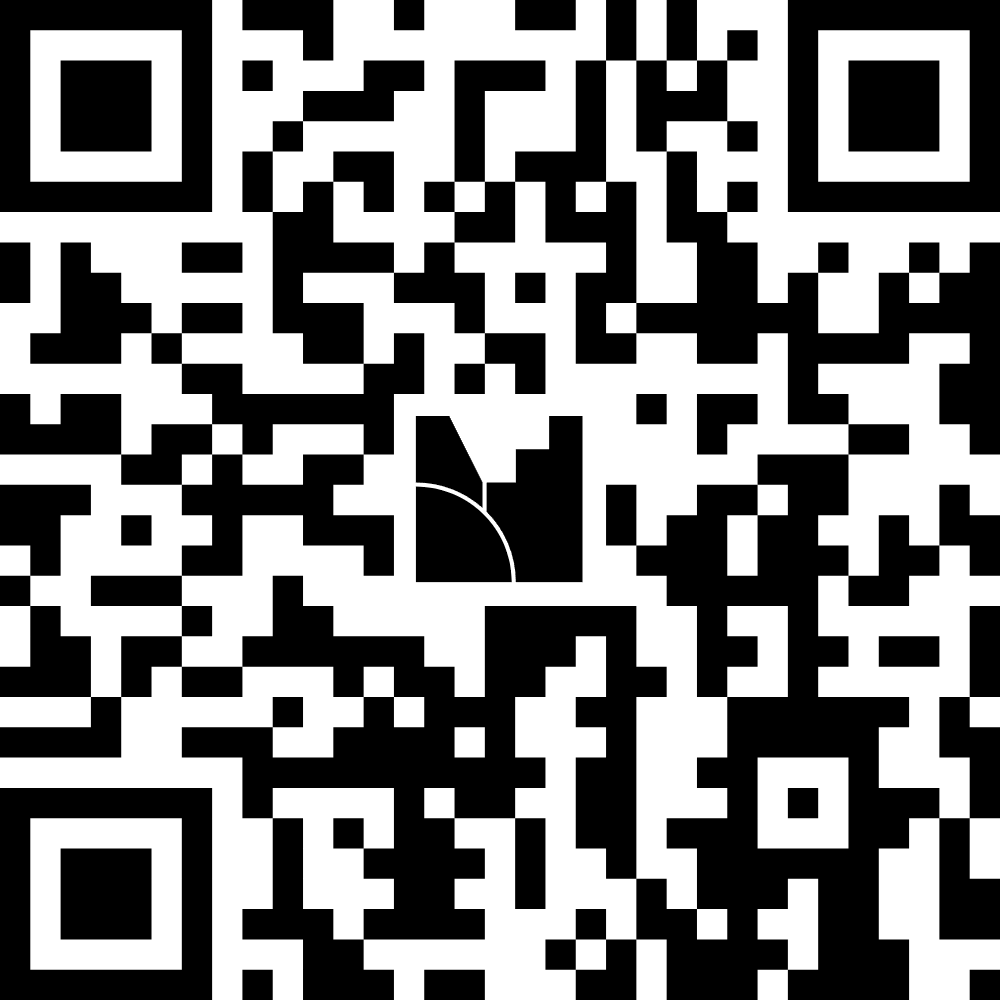
Workshop site

https://bit.ly/UngradingWorkshop25



Ungraded Course Materials

https://bit.ly/BIO220\_ungrading



Menti Poll slides

Menti.com | 1529 6369

Resources