

Multi-section Course Grading

Some unique grading problems are associated with multi-section courses.

To promote fairness and equality:

- The number and type of grading components should be the same for each section.
- All grading components should be nearly equivalent in terms of content measured and level of difficulty.
- Section instructors should agree on the grading standards to be used.
- Grading procedures should be consistent across sections.



Multi-section Course Grading

The number and type of grading components should be the same for each section:

All section instructors should agree at the beginning of the course on the number and kind of components to be used.

Multi-section Course Grading

All grading components should be nearly equivalent in terms of content measured and level of difficulty.

Have the same outlines, lecture notes and handouts. If each instructor is allowed to contribute to the construction of common assignments, quizzes, or projects, the section instructors will become more aware of important course content.

Multi-section Course Grading

Section instructors should agree on the grading standards to be used.

The group consensus helps to standardize the grading procedures by reducing the number of "lone wolves" who wish not to conform to someone else's standards.

Multi-section Course Grading

Grading procedures should be consistent across sections:

Organized group practice helps to unify the application of evaluation procedures.

Any grading or evaluation changes made in a particular section should be implemented in all sections.