From: Keely, Sally SKeely@clark.edu
Sent: Friday, May 27, 2022 10:31 AM
To: Math Faculty
Subject: Pre-reading suggestions for June 1st Mathematics Dept Special Topics meeting

Hi Everyone,

Before you jump out for a holiday weekend, I wanted to provide you some information for our (optional) Mathematics Dept Special Topics meeting next week **"Online Class Discussions, Assessments, & Opportunities for Ungrading"** 3:00-4:00 pm Wednesday June 1 in Robert Weston's meeting room in Zoom.

At this meeting I will be facilitating an open discussion on these topics. I will not be formerly presenting information, but will provide several resources. Primarily I hope we can discuss what works in your online classes, what doesn't work, and how we can make online classes better for all mathematics students and faculty.

Specifically on the topic of **ungrading**:

1. **Definition:** To me, ungrading does not mean "not grading", it means finding alternative ways to assess student learning that may not include traditional tests.
2. **Why and How:** I will share some "how" to ungrade ideas on Wednesday (some of which you are likely already doing, perhaps without even knowing they are ungrading!). In preparation it will be good to think about "why" we might want to incorporate some ungrading into our online (and beyond?) classes first. So I'm suggesting three articles, below, for your weekend reading ☺

My thanks to Caleb Hutchins, Instructional Designer, Community Colleges of Spokane, for allowing me to copy-and-paste the descriptions to accompany these three resources. The resources I will share with you on Wednesday will include more from Jesse Stommel, Caleb Hutchins, Stephanie Bartlett, Leslie Glen, and more.

Stommel (2022) Compassionate Grading Policies
https://www.jessestommel.com/compassionate-grading-policies/
Instructor, author, and speaker Jesse Stommel is probably one of the most forceful and articulate advocates on the topic of Ungrading currently writing. There are many entry-points to Stommel's writing, but this recent article is a good starting point, and includes syllabus language, policy language, and links to other articles and resources.

Talbert (2021) Entering the Feedback Loop
https://gradingforgrowth.substack.com/p/entering-the-feedback-loop-roberts
In this engaging, down-to-earth article, calculus instructor Robert Talbert shares a painful story of a promising student "broken on the wheel of my grading system." Because of this experience, Talbert adopted a Complete/Incomplete Specifications Grading policy and has been using that system for the last seven years with great success.

Supiano (2022) The Unintended Consequences of Ungrading
https://www.chronicle.com/article/the-unintended-consequences-of-ungrading
In this Chronicle article, Beckie Supiano collects and synthesizes some recent writing by Talbert (see above) and other educators. The argument is made that while ungrading and other alternative grading systems can create more equitable and accessible educational spaces, there may be unintended consequences that need to be acknowledged and addressed. For example, not all students come into a class with equal self-assessment abilities, and first-generation or socioeconomically underprivileged students may want and need more structure and clarity.