Novak
EDUCATION
UDL GRADING
FLOWCHART
Start
01
Do you provide diagnostic and formative assessments to your learners before grading?
YES
NO
A summative assessment is just part of the full story. Track your learners journey through ungraded diagnostic and formative assessments before considering providing a graded assessment.
02
Are your formative and summative assessments universally designed with multiple means for action and expression?
YES
NO
Identify potential barriers with "one-size-fits-all" design and redesign using UDL best practices.
03
Do you provide students with multiple attempts to resubmit work/revise summative assessments?
YES
NO
Revisit your grading procedures to encourage a growth mindset and ensure that student learning reflects their current learning, not previous attempts (i.e, averaging original scores and retakes).
04
Do you have a UDL inspired rubric that clearly outlines how a student will be graded?
YES
NO
Build a rubric that can be universally applied to all options regardless of mode of delivery so that learners truly understand how they will be measured.
05
Are grades/points explicitly aligned to standards and outcomes for the lesson?
YES
NO
Consider revising your rubric so that the grade truly measures whether or not the student has met the standard/outcome.
06
Do the grading points for each component on the rubric accurately reflect the value of the knowledge or skill attached to that component?
YES
NO
Make sure that you have accurately valued each component in the assessment to match the importance of the information. Some things should be worth more than others!
07
Do you allow students to "self report" their grades?
YES
NO
Consider adding the opportunity for each student to reflect on their performance and grade themselves while also reflecting on how the choices they made throughout the unit impacted their learning. (You will always have the right and responsibility to disagree!)
08
Have you removed penalties for non-essential errors?
YES
NO
Removing the penalty does not mean you can't identify an error, it just means that the student won't be penalized for an error not aligned to the standard or goal like a spelling error in a math test.
09
Do you give mastery oriented feedback on the returned assessment or have either an individual or group discussion about how the assessment has been graded?
YES
NO
Consider adding time to give this mastery oriented feedback so that students will not only know why they got something right or wrong but where they can go to get more information or increase their knowledge.
10
Do you return the assessments to the students quickly and allow for discussion and resubmission of the outcomes?
YES
NO
Students need to be able to learn from the assessment too!
Congratulations!
You are on your way to becoming a UDL grader!