

# Good Teaching in Large Classes

## Focus: Grading

There is a lot of energy in large classes. We have lots of student ideas. We can share our content with a large group of our great students. And then we think about *all that grading*. In this one-pager, you will learn five grading tips for grading in large classes.



**Use Forms Quiz option for quick formative assessments before class.** Ask students to complete quick reading checks as they do their course reading or after they do their reading. Check the statistics before coming to class, and use this information to drive instruction. You can even share the data with students (without identifying information, of course). Forms will also convert your data to an Excel spreadsheet.



**Create grading shorthand.** We want to be providing our students with quality feedback, and we want to be able to sleep at night. Creating a grading shorthand guide will prevent you from writing the same comments over and over again – and will free up your time to leave those personalized comments that mean a lot to students. Share your shorthand guide with your students early on in the semester. Click the link to the left for a grading codes and abbreviation site from SUNY-Geneseo.



**Create authentic multiple-choice questions.** We want to move beyond this idea that certain types of assessments are always bad or always good. Multiple-choice questions that ask students to engage in higher-order thinking can be good for the students - and save us time. Click on the link to the left for Loepp's (2021) *Inside Higher Ed* post about this topic.



**Create an assessment calendar for your classes.** As you are preparing your course syllabi, take into consideration what is due when and when you are giving exams. You want to give good and meaningful feedback that students are able to apply in a timely manner. Taking a bird's eye view of how your semester is paced may lead you to make some assessment decisions that allow you to return student work in a timely manner and maintain your hobbies.



**Think about your grading scale.** Do you want a rubric that has you provide students with As, Bs, and Cs? Or maybe contract grading would work best this semester? Would a “met” or “unmet” or “satisfactory” or “unsatisfactory” grade work just as well? Reach out to the Studio for questions about this.

Thank you to the Center for Innovation in Teaching & Learning at University of Illinois Urbana -Champaign and *Inside Higher Ed*.