

Earning Badges not Percentages

Dr. Emily Dane-Staples

What do I need to do to get a B?

Traditional, points-based grading

Students demonstrate compliance with tasks

Students are evaluated on a strict standard

Failure to comply is penalized

Arguing about ½ point here, 2 points there

Instructors must justify everything, be explicit

Limits student creativity

Badged grading

Students demonstrate learning

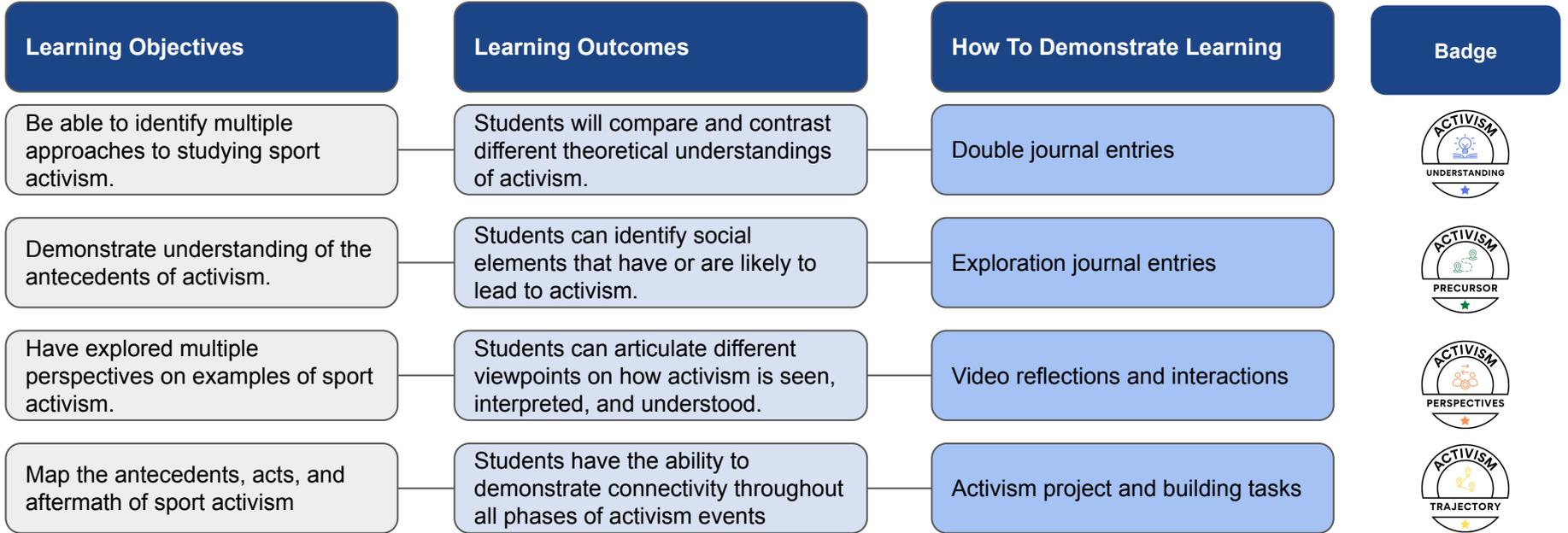
Students produce elements of varying quality

Students have choices of how to earn the grade they desire

One mistake does not sink a semester

Instructors are less prescriptive and tied to rubrics

Start with Alignment



Establish Task Requirements & Standards

Student Work/Assignments Demonstrating Learning	Possible	Need	To earn a badge, the assignment must...
Double journal entries	6	3	<ul style="list-style-type: none">- Identify 2 different approaches- Select relevant details for each approach- Accurately discuss each approach in context
Exploration journal entries	5	2	<ul style="list-style-type: none">- Identify a significant event of activism- Describe a social factor that lead to activism- Clearly demonstrate the connections
Video reflections and interactions	6	3	<ul style="list-style-type: none">- Create an original video addressing the prompt- Review the videos of peers- Create a peer response that meets assigned task
Activism project and building tasks	3	3	<ul style="list-style-type: none">- Use appropriate sources to key elements- Accurately use sources to map progression- Draw connections between progressive elements



More fully explained to students

Translate badge performance into a final grade.

Learning Objectives

Be able to identify multiple approaches to studying sport activism.

Demonstrate understanding of the antecedents of activism.

Have explored multiple perspectives on examples of sport activism.

Map the antecedents, acts, and aftermath of sport activism

Final Grade	Requirement
A	Earns the required number of badges in 4/4 learning objectives
B	Earns the required number of badges in 3/4 learning objectives
C	Earns the required number of badges in 2/4 learning objectives
D	Earns the required number of badges in 1/4 learning objectives
F	Fails to earn the required number of badges in any learning objective

Students do (and do not do) good work.

	Attempt/ Task 1	Attempt/ Task 2	Attempt/ Task 3	Attempt/ Task 4	Attempt/ Task 5	Attempt/ Task 6	Needed	Earned
Double-journals		Submitted, did not earn			Nothing submitted	Nothing submitted	3	3
Exploration journal			Nothing submitted	Nothing submitted	Nothing submitted		2	2
Video Refl./Reac.	Nothing submitted	Nothing submitted	Nothing submitted				3	3
Activism Project			Submitted, did not earn				3	2

The student in this example would earn a **B** as they achieved benchmarks in 3 of 4 learning objectives.

Alignment of Outcomes and Tasks

Tasks	Learning Outcomes			
	Content Knowledge	Information Literacy	Written Communication	Applied Learning
Tests/quizzes (4x)	X			
Case study (2x)	X	X	X	X
Project	X	X	X	X
“What if” problems (4x)				X
Article review 1		X	X	
Article review 2			X	
# chances to show LO (n=23)	7	4	5	7
# contributing to final grade	3	3	3	3

Establish Performance Standards



	Level 1 (L1)	Level 2 (L2)	Level 3 (L3)
Tests/quizzes (4x)	Scores 70%<	Scores 80%<	Scores 90%<
Case study (2x)	Meets basics of task, nothing of distinction	Meets task requirements, shows some insights, examples, or analysis	Exceptional work, clearly written, shows strong insights, examples, and analysis that conveys a depth of understanding
Project	Final project meets most task parameters, but lacks connectivity between ideas and materials. Writing indicates a lack of proofreading as it confuses intent and insights. Most materials are used ethically.	Final project meets all task parameters, some areas are well supported, others are lacking sufficient context. Writing does not inhibit the understanding of intent and insights. Materials are used ethically.	Final project meets all task parameters, quality resources, college-level writing, shows creative insights and exploration of the selected topic. All materials are used ethically.
“What-if” problems (4x)	<i>Details</i>	<i>Details</i>	<i>Details</i>
Article review 1	<i>Details</i>	<i>Details</i>	<i>Details</i>
Article review 2	<i>Details</i>	<i>Details</i>	<i>Details</i>

Translate badge performance into a final grade.

Final Grade	Requirement: student earns	Grade calculation = Base + .5% (1L higher) + 1% (2L higher)
A	At least 10 Level 3 badges (orange)	Base = 95%
B	At least 10 Level 2 badges (green)	Base = 85%
C	At least 10 Level 1 badges (teal)	Base = 75%
D	At least 8 Level 1 badges (teal)	Base = 65%
F	Fewer than 8 Level 1 badges (teal)	

Students do (and do not do) good work.

	Q1	Q2	Q3	Q4	CS1	CS2	Proj.	WI1	WI2	WI3	WI4	AR1	AR2
Content Knowl.													
Info. Literacy													
Written Comm.													
Applied Learning													

= not aligned with the task

= one of top 3 contributing towards final grade

Badge	# Earned
Level 3	6
Level 2	3
Level 1	3

Count the top 10 badges
 1 badge at Level 1 = base of 75%
 3 badges one level higher +1.5%
 6 badges two levels higher +6%
 = 82.5%

The student in this example would earn a **B.**

Final thoughts about badged grading

Has elements of grading contracts

Initial set up is more challenging for instructors, but overall grading time decreases

Students feel like there is more freedom and less busy work

Students feel less anxious about their performance on each task

Fewer arguments about a grade and more discussion about content and learning

Interested in more... check out #ungrading movement

Questions?

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edane-staples@sjf.edu