**Grading “Difficult” Subjects**

Jonas Sauder

“**Difficult subject**”

1. Has few samples to evaluate
2. Requires subjective effort by the student
3. Does not involve activities with
	1. many right/wrong answers
	2. problems to solve
	3. content to remember and understand

The **difficulty**: *Quantifying* the student’s progress and converting it into a *mathematized* score.

**Considerations:**

1. Standard expectations for the **age** or **skill** level of the student
2. Student’s previous attainment; does the current sample show growth?
3. The purpose/objective of the lesson: specific skill being introduced or strengthened
4. Student’s innate ability is demonstrated

**Evaluate:**

1. Academic quality of the work:

 A = illustrates outstanding, notable qualities

 B = good work, meeting expected standards in most respects

 C = mediocre, does not illustrate success in meeting some objectives

 D = poor work; lacks numerous qualities

 F = does not meet objectives of the lesson

2. Effort in applying self to the task:

 A = obviously wholehearted work; went beyond requirements in some aspect

 B = accepted task, worked well, followed directions with necessary help

 C = applies self moderately, left some apparent imperfections

 D = did something only because it was assigned; did not do well; didn’t seek help

 F = did not follow directions, try, or seek help

3. Recording letters scores as numbers allows them to be recorded and averaged, then re-converted to letter grade for report card🡪

 F=0 D- = 1/ D=2/ D+=3… …A-=10/ A=11/ A+=12

 **Procedures**:

1. Focus on a specific skill or set an overall goal.
	1. Demonstrate skill
	2. Explain expectations for the finished project or activity
	3. Explain the format for evaluation
2. Evaluate the work according to expectations.
	1. Isolate and grade the elements being taught
	2. Be sure student knows what is commendable and what can be improved

**Specific subject suggestions**:

**Art**

1. meeting lesson goals
2. individual quality of the work
3. time spent
4. help sought

**Penmanship**

1. slant
2. spacing
3. letter formation
4. appropriate size
5. letters on line
6. uniformity
7. consistency in daily writing

**Music**

1. singing ability observed
2. singing demonstrated by effort and participation in daily devotions
3. oral exercises and drills, including dictation
4. quizzing on rudiments & terms

**Composition/writing (when delivered orally, include considerations form “oral reading” below)**

1. attempt to meet the specific objective of the lesson
2. meeting the overall assignment goals
3. individual qualities of style and expression
4. time & effort spent, demonstrating readily readable script
5. mechanics, spelling and penmanship if work is revised and proofread

**Memory**

1. total time required to recite
2. # prompts needed
3. # errors
4. # repeats
5. overall smoothness of presentation, on a scale of 1-5

Additional possible considerations:

1. expression, articulation, enunciation, volume, effective pauses, speed, eye contact, feeling
2. bonus for early learning
3. minimum allowable score

**Oral reading (for oral reports, combine elements from “composition” above with the following considerations)**

1. speed
2. enunciation & articulation
3. smoothness & phrasing; observing punctuation
4. volume
5. eye contact
6. expression suitable to the piece
7. poise

**Projects**

1. goals met
2. time spent
3. deadlines met
4. originality
5. finished quality

**Group project:**

1. cooperation—neither dominating or riding along
2. contributing fair share