Resubmission and Grading Policy

We hope to produce grades that reflect what a student knows at the end of the term, rather than mistakes made in the learning process.

- Written feedback is provided for all assignments.
- Rubrics are published to students with expectations for each possible grade.
- Grading scale for smaller assignments:
  
<table>
<thead>
<tr>
<th>Scale</th>
<th>Satisfactory</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Satisfactory</td>
<td></td>
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<tr>
<td>S</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Not Yet</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Unassessable</td>
<td></td>
</tr>
</tbody>
</table>

Grading scale for larger assignments:

Sometimes, one E/SNU grade for each of several dimensions on a given assignment

- After initial feedback students can resubmit each assignment as many times as they choose.
- The new grade replaces the old grade.
- One resubmission opportunity per student per week, to manage staff workload.
- Final grades are based on bundles published at the start of the term, for example:
  - To earn at least a 2.5, you must earn:
    - At least 30 total B’s or better and no U’s on take-home assessments
    - 8 on at least 5 checkpoints
    - 8 on both culminating assessments
    - 8 on at least 4 reflections
  - Based on Robert Talbert’s model for Specifications Grading [5]

Impacts of Resubmission

Lowering The Pressure

It’s okay if I screw it up this time, at least I can fix it... I felt a little bit, you know, safe because I could always resubmit it again. — S6

Focus on Learning

The general energy from the course was definitely a lot lighter and I think part of that does have to do with the focus on student learning... by talking about pedagogy it shows like a sense of care... enabled more learning and more you know, actual engagement with the content rather than freaking out about everything. That was really nice. — S4

Students looked at their feedback

When there is no opportunity to resubmit, students often ignore feedback, according to instructors

Limitations of Resubmission

Resubmissions alone can’t create space for CS identity and belonging, but collaboration and relationships can.

I was pretty stressed and I think a lot of my friends... more learning and more you know, actual engagement with the content rather than freaking out about everything. That was really nice. — S4

Survey Findings

Feedback provided on graded assessments helped me understand how I could improve my work.

94% Agree or strongly agree

573 responses

What were your primary reasons for not resubmitting?

418 open ended responses, coded inductively

- To improve style, correct comments
- To correct, improve, complete work
- To increase coding confidence
- To improve work
- To raise grade

For assignments you chose NOT to resubmit, what were your primary reasons for not resubmitting?

219 open ended responses, coded inductively

- Satisfied with learning
- Did not think my work was good enough
- I did the best I could
- Not yet
- To raise grade

References


