



Teacher Tutorial #13

from

Marcia:

How to Use the "Line Up for Points" Procedure



How to Use the "Line Up for Points" Procedure

I've fussed and fidgeted about how to grade homework for most of my career.

I've watch teachers drag home huge totes full of papers to laboriously grade all evening while trying to watch TV and have a life. Tried that for a few years.

I've watched other teachers never drag a thing home, have kids trade papers every day, and grade each others' papers and call out the scores to be recorded by the teacher. Tried that for a few years, too, especially when I taught math.

I've tried collecting some, not collecting any, collecting as much as I could that week, YOU KNOW!

It was a tough thing to get a good handle on in the early years of my teaching.

But everyone of the methods I tried seemed to have problems that I couldn't solve or features that I couldn't find a work-around, so there I was, always feeling guilty and never having a good way to grade homework.

WHAT'S A GOOD TEACHER TO DO ABOUT GRADING WORK!?

The **SOLUTION** is so simple I almost missed it. It's called **LINING UP FOR POINTS!** I don't honestly remember where it came from! Over the last 15 years of my

teaching career, I honed it to a mighty force in my teaching arsenal, and I never looked back!

HERE ARE THE DETAILS:

(1) **Because students need some sort of daily feed back from their teachers,** I started having students line up at my podium so I could get a good look at their homework papers. Now, obviously, I couldn't look the papers over THAT well! But I could see if they'd done the work, it was in their own handwriting, and the entire worksheet was completed. And I realized I could give them



Marcia's Science Teaching Ideas was founded by Marcia Krech, a retired Earth Science Teacher from Missouri, who believes passionately in passing on what she knows about good science teaching. I encourage teachers to use the active learning model including team games and foldables which puts the student to work and assigns the teacher the role of facilitator.

Email me with questions!

How to Use the "Line Up for Points" Procedure

EFFORT POINTS for their work, and **NOT** worry about giving them points for every single blasted piece of paper they every wrote on! **This was a revelation to me!** The concept is simple: **It's not necessary to GRADE every single paper, but it's important to SEE each one!**

(2) **Because students need a motivation to be responsible for their own learning,** I started **NOT** worrying if they had every single answer correct. In fact, at the beginning of the school year, I told them **THEY** were responsible for doing the work and learning the material. I didn't care if they copied another's work because I was going to figure out at every quiz and test if they knew the material or not. **This was a revelation to me!** The concept of **NOT** being responsible for a student's learning and not being the homework police was freeing to me. I hope it will be for you, too!

(3) **Because I no longer was a Homework Cop, I could just be a caring TEACHER!** I could smile at each student, say their name, give them an honest compliment/observation, and give them 10 points per page. I realized some students go through every day at school without any teacher every saying their name or looking them in the eye. I became the teacher who DID! **This was a revelation to me!** The concept of finally having a concrete way to touch base with every student in my busy classroom and be a caring human being was **wonderful!**

(4) **Because I DID want students to know if they did the homework correctly or not, I came up with a quick way to go over the answers without boring everyone to death.** As soon as everyone was reseated, I threw a transparency up with the answers and encouraged everyone to check each answer and make corrections on their papers! And how could I

be sure they did this! By walking the room and looking, but also by doing oral notebook checks where I would purposefully ask each student to find a certain paper in the notebook they were checking (not their own) and finding a specific question and check to be sure it had the correct answer.

Again, **NOT** my responsibility to get it down correctly, theirs! **This was a revelation to me!** The concept of **SELF-MONITORING** was powerful stuff, let me tell you! One I continued to the last day of my teaching career. **NOTE: If you have a WhiteBoard, you will not use Transparencies, of course, but I know there are lots of schools left that still need to add one to each classroom!**

(5) **Because students need to know how to stand nicely in a line, I trained each class on the first day of school in the art of standing in line AND RE-TAUGHT whenever they got sloppy.** I had a transparency (or use a WhiteBoard projection) of the basic Lining Up for Points Procedure and used that to train and retrain. **Any time a group of students start touching each other, forming a sloppy line, or getting really loud, you need to RETRAIN!**

(6) **Because I wish I'd known all this at the beginning of my teaching career, I try to pass on what I know to be good teaching ideas.** I hope this idea helps you to develop a good solid Homework Grading Concept that works for you! The **MAIN CONCEPT** that it's okay to just give **EFFORT POINTS** was a revelation to me and freed me up to be more of a teacher and less of a cop in my classroom. I **KNOW** my students strived harder to pay attention, get every page done, and actually learn the material because I put the job of learning into their hands!

Goodies for the Teacher:



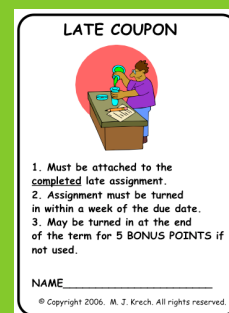
Marcia's Procedures (INCLUDING Lining Up for Points!)



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beginning of the year.

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