USC Center for Excellence in Teaching

# Grading based on student mastery

## WHAT IS THIS RESOURCE?

A selection of literature resources discussing the impacts of grading based on student mastery on student learning.

**Covington, M., Von Hoene, L., & Voge, D. (2017). *Life beyond grades: designing college courses to promote intrinsic motivation*. Cambridge, United Kingdom: Cambridge University Press.**

Grade curving, see pp. 22-24, 237-243. Extra credit, see pp. 234-6.

**Dubey, P., & Geanakoplos, J. (2010). Grading exams: 100, 99, 98, … or A, B, C ? *Games and Economic Behavior, 69*(1), 72–94.**[**https://doi.org/10.1016/j.geb.2010.02.001**](https://doi.org/10.1016/j.geb.2010.02.001)

Demonstrates that grading on a curve is inferior to absolute grading (grading in which an individual student’s grade is independent of those of other students). Note: the content of this article is well beyond the understanding of this bibliography’s author; it is included for the benefit of those who have the necessary mathematical competency.