

Exploring the Motivation and Impact of an Alternative Grading Redesign in a Four-Semester Professionalism Sequence

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Introduction

This evidence-based practice paper describes the motivation and impact of implementing alternative grading in a professionalism sequence for engineering students. According to ABET [1], ASEE [2], the National Academy of Engineering [3], and industry professionals more generally [4], professional skills such as teamwork and communication are integral to engineering education. However, these skills are often not explicitly taught or assessed in engineering education curriculum; rather, they are usually integrated into other technical or design classes and experiences or are assumed to be built through on-the-job experience [3]. Although any professional practice can be helpful in developing these skills, there is also benefit to having dedicated courses to provide structure in building professionalism skills.

Iron Range Engineering (IRE) offers students a unique four-semester professionalism sequence where students work full-time in engineering internships and co-ops while enrolled full-time in technical, design, and professionalism learning credits. This paper describes relevant evidence-based practices in alternative grading and how they can be applied to professionalism learning experiences. It is part of a sequence of papers published by IRE that explore the use of alternative grading in technical, design, and professional learning experiences. Although this paper specifically applies these practices to a unique multi-semester professionalism sequence that involves students working in internships and co-ops, the work provides insight into assessment of professional skills in more traditional technical and design courses as well.

Previous iterations of this four-semester professionalism sequence used a grading scheme where students earned numeric scores on assignments that were weighted into a final grade. Following the redesign, an alternative grading strategy was implemented where students earn “tokens” for meeting learning objectives or turning in acceptable deliverables. This approach combines the alternative grading approaches of standards-based grading [5], specifications-based grading [6], and ungrading [7] – allowing the instructors to identify both required learning outcomes to be met (standards-based), learning experiences that they should participate in (specifications-based), and goal areas where the students can work with instructors to define success (ungrading).

To explore the impact of this change, rate of tokens earned and final grades were compared for individual students before and after the change to token grading. These results give insight into how students experience and prioritize professionalism learning, especially in work-based models. Demographic data offers further insight into how this change impacted various identity groups.

Background

Professionalism in Engineering

As documented and summarized well in the NAE [3] report *Understanding the Educational and Career Pathways of Engineers*, it was at the end of the 1990s when it began to be more apparent that employers were dissatisfied with new engineers simply having technical skills. Employers were looking for more well-rounded engineers who had both professional and technical skills. This dissatisfaction led to the creation of new ABET criteria, aptly named Engineering Criteria 2000 [8], focused on building that well-rounded engineer. These revolutionary (at the time) criteria included skills like teamwork, communication, lifelong learning, etc., allowing for a focus on the whole-student and their attributes instead of solely on technical understanding. Overall, this shift allowed for a greater focus on professional skills and active learning, and graduates after the shift did increase graduate preparedness through the gain of additional and stronger professional skills while still maintaining technical proficiency and understanding [9].

Building upon the change inspired by EC2000, *The Engineer of 2020: Visions of Engineering in the New Century* [10] compiled a set of aspirations and attributes needed for engineers, encouraging a maintenance of the technical knowledge while better uniting with professionalism (e.g., social and historical awareness, communication, flexibility, lifelong learning). To accompany this, *Educating the Engineer of 2020: Adapting Engineering Education to the New Century* [11] was written to give guidance to adapting curriculum that must foremost focus on creating technically adept engineers, yet better preparing students to be well-rounded in modern engineering contexts. While they do bring in professional skills with many of the recommendations in the report, all were integrated within current coursework schema rather than explicitly offering professionalism curriculum as part of educating engineers.

Iron Range Engineering

Iron Range Engineering (IRE) is a work-based engineering program through Minnesota State University, Mankato. The program is designed to allow students to earn while they learn and gain professionalism skills while in the workplace. Unlike many engineering programs, students also take a Professionalism course each semester.

Students in the program transfer from other institutions, primarily two-year colleges, with pre-engineering coursework mostly completed. Their first semester is a preparatory semester where the focus is to prepare them technically and professionally to be ready for full-time engineering work [12]. In addition to technical coursework, they are enrolled in a 3-credit Bridge course that consists of Design and Professionalism learning. After they have completed their bridge semester, they complete their junior and senior coursework (J1, J2, S1, and S2 semesters) while working in engineering internship and co-op positions that they gain through their own searching, applying, and interviewing process. During each of these J1-S2 semesters, they are

enrolled in 3 Professionalism and 3 Design credits where they focus on documenting their professional learning, especially what they have learned from their industry experiences. These Professionalism and Design courses are co-taught and evaluated by ~20 faculty and staff, which gives students a wide variety of perspectives and feedback, but also comes with its own grading challenges.

IRE has long utilized a 5-point grading scale to move away from simply giving a numeric score and instead focusing on giving accurate scores accompanied by qualitative feedback [13]. The goal of this scale was to help students connect with learning outcomes instead of letter grades, which can impact student motivation as well [14]. However, the IRE faculty and staff saw potential to move further from having numeric points and scores with the goal of placing even more emphasis on learning through other alternative grading approaches. This paper is part of a series of three papers exploring how token grading is experienced by students in technical [15], design [16], and professionalism learning (this paper).

Alternative Grading and the Benefits of a Token-Grading Approach

In Professionalism courses, there can be a wide variety of types of assignments, some of which align with some alternative grading methods and others that align with other alternative grading methods. Some grading schemes expect students to meet specific standards, and others focus on learning, growth, and participation. In many cases, we want to encourage both of these things: all students should meet a level of professional competency, but we also want students to improve and grow from where they started, meaning we wanted a grading scheme that supported both of those items.

For example, all students must show competency in professional writing, which lends itself nicely to standards-based grading, a grading scheme where final grades associate directly to if students have shown evidence of meeting course standards [5]. However, participating in weekly reflection journals aligns more with the goals of specifications-based grading which focuses on completing assignments to a specified level rather than meeting specific standards [6]. Furthermore, assignments such as showing that students are meeting their level of Professional Competency align best with the goals of ungrading – which typically asks students to reflect on their performance and determine a score collaboratively with the instructor [7]. Although specifications grading and ungrading have been less commonly published about in engineering [17], they may offer support when grading in courses that have a mix of subjective and objective goals, such as Professionalism. Token grading offers a hybrid approach that allows for assignments in each of these categories while still providing a common structure of earning tokens for work completed or standards met.

This hybrid approach balances different goals of assignments while aligning with the Four Pillars of Alternative Grading [18]:

- **Clear Standards** through standardizing format of instructions and expectations for each assignment, including what the expectation is for earning token(s) on each assignment
- **Helpful Feedback** through focusing less on numeric values on a scale and more on providing qualitative indicators of things that went well, things that didn't go so well, and things that could be extended in the deliverable
- **Marks Indicating Progress** through providing students a spreadsheet that is updated live upon grading to show their progress in the course, allowing for planning future strategy and knowing past completion
- **Reassessment Opportunities** through providing revision after feedback of assignments that are required to pass or multiple iterations of similar deliverables to allow for implementation of feedback.

Grading Structure and Assignment Types

Overall, each professionalism course has 50 standard tokens available that make up a student's grade. An example of a token tracking sheet can be found in Appendix Figure 1. Each of the assignments with expectations and reasoning are described briefly below, which are provided more in depth to students through syllabi (i.e., provide the "why" of each assignment to students) and assignment instructions (i.e., provide the "what" of each assignment to students). Each of the assignment categories is listed below. These categories illustrate the mix of standards-based, specifications, and ungrading style assignments that students complete.

Professional Competency: Each student is expected to represent the program professionally while also learning, growing, and improving as they prepare to be working professionals. There are six tokens associated with this assignment, each tied to an area of professionalism: (1) Timeliness; (2) Reliability; (3) Interactions; (4) Integrity; (5) Engagement & Presence; (6) Communication. Students first reflect personally on their achievement and growth in each of these areas using a table with guided prompts before discussing it with their learning coach, agreeing upon tokens earned, and setting goals for the future – aligning with the alternative assessment practice of ungrading. Students must earn at least 4 out of 6 of the tokens to be able to pass the professionalism course, regardless of the number of other tokens earned in the course.

TED-like Talk: An ABET outcome is to communicate effectively with a range of audiences. At IRE, one way students develop in their public speaking is to complete a ~5 minute TED-like talk on an idea worth sharing. They have a pre-form (1 token) for topic screening and support, deliver their talk either live on Zoom or on a stage in person depending on the semester, then do a post-form (1 token) to reflect on their performance and feedback received (specifications-based grading). The talk itself is 3 tokens and is evaluated on (1) Presentation Skills & Engagement, (2) Slide Design & Organization, and (3) Appropriate Topic Framing & Coverage (standards-based grading).

Personnel Evaluation: Since students are in workplace settings, it is important for them to learn how to ask for and process feedback through establishing positive relationships with a supervisor. Within the first two weeks of the semester, students have an expectations meeting with their supervisor (1 token). Prior to the meeting, they set personal goals for the position for the semester. They then meet with the supervisor to discuss the project description, assigned projects, goals (both those set prior and the goals the supervisor has for the student), work expectations, and how feedback will be given. At the end of the semester, the student gathers formal feedback from the supervisor and then completes a reflection (1 token).

Professionalism Growth Areas: While much of professionalism is structured, professionalism growth areas give students an opportunity to set two 7-week goals to improve in some aspect of professionalism. This should be external to things they are already working on in program classes or seminars. Examples could be updating their job packets, attending a series of workshops, setting up mentoring conversations, starting or joining a workplace club/activity, ending each day with a 10 minute planning meeting for the next day, etc. They receive 1 token for each goal set (2 tokens) and 1 token for the report on progress toward each goal (2 tokens).

Professionalism Papers: Since students are doing so much of their learning in the workplace, we aim to have them document their learning and experiences across all 7 of the ABET Criterion 3 student outcomes through literature review papers and learning papers. There are literature review activities set up to help them understand the process of glean information from a scholarly document and citing it. They also have a first draft and final draft opportunity to help with writing instruction. In total, 18 tokens can be earned for professionalism papers, which come through both process (e.g., continuous improvement from first draft to final draft, literature review activity, etc.) and product (e.g., grammar/mechanics, source integration, adequately connecting to ABET outcome, documenting a variety of their experiences, etc.). Students must earn at least 4 of the 6 product tokens on each of the papers they write each semester.

Learning Journals: Written and spoken processing of experiences help students with long-term learning, so students complete a set of learning journals (5 written, 5 written or video) each semester (e.g., 11 journals equating to 11 tokens for Fall 2025) on various professionalism topics (e.g., ethics of near-future tech, imposter syndrome, contemporary issues, networking, skills, learning from failure, etc.).

Learning Coach Conversations: Each student has a learning coach each semester; this is a form of a formal mentorship to make sure students have someone helping them to liaison between academia and work. They should be meeting regularly throughout the semester, and tokens provide a way to structure at least one conversation per month of the semester. Topic ideas for the meetings are associated with 4 of the tokens, while 1 token is a student-led discussion topic. There are bonus tokens available here for additional student-led discussions as well.

Methods

The overall research question for this study was: what are the impacts of a change from traditional grading methods to an alternative grading method in a professionalism course series?

Data Collection

All data collection and analysis procedures were approved under the appropriate Internal Review Board (IRB). Each semester, students complete work in an online management system for their (Design, Professionalism, and Seminar) DPS courses. They provide consent each semester for us to qualitatively analyze their responses to learning journals and learning paper prompts for research purposes. For Fall 2025, students were also asked if they would consent to current (Fall 2025) and previous semesters' (Spring 2024 - Spring 2025) gradebook data and provide demographic data. Approximately 75% of students opted to provide gradebook data.

At the end of Fall 2025, students were asked two open-ended and one quantitative question about their token grading experience for the semester:

- Token grading was a new implementation this semester for Design, Professionalism, and Seminar. What were the benefits you saw of token grading in DPS?
- What were the challenges you faced with token grading in DPS this semester?
- Rate your preference between past grading schemes and prior grading schemes. (1 = strong preference for past grading scheme and 5 = strong preference for current [token] grading scheme)

These learning journal responses were de-identified and associated with their participant number for analysis.

Analysis

Aggregate grade distributions were pulled for all semesters of Professionalism in both Spring 2025 (old grading style) and Fall 2025 (new token style), which allowed for a comparison of all students enrolled. In addition, for students who opted into their individual gradebook data being included in the study, grades were analyzed by 1) calculating percentage of tokens earned in each assignment area, 2) pairing students' Spring 2025 (old grading style) and Fall 2025 (new token style) grades using a student identifier, and 3) using student-provided demographic data to calculate average grades across demographics. The demographics explored were gender, race, first generation status, veteran status, and neurodiversity. Diversity was defined by underrepresented groups within engineering [19]; gender diversity was defined as any student who identified as female, nonbinary, or transgender; and racial diversity was defined as students who identified as Black or African American; Hispanic, Latino, or Spanish origin; Asian; American Indian or Alaska Native; Middle Eastern or North African; or mixed. Students were

also asked if they are first generation (neither parent earning a 4-year degree) or identify as neurodivergent. Because there were so few participants who were veterans, this data was excluded from final analysis.

Because of the small sample size of learning journal responses with feedback about token grading (n = 24) that were submitted from students who consented for analysis of the learning journals, two of the authors in-vivo [20] coded the student responses. The codes were then generally themed to show benefits and challenges that were associated with token grading.

Results

Rates of Tokens Earned

To analyze which assignment categories students were prioritizing and which standards students were meeting, the percentage of tokens earned was calculated for study participants. Each value corresponds to the total tokens available in that category that were earned across all students. The breakdown by category type and semester in the program is shown in Table 1.

Table 1

Rates of tokens earned by assignment category and semester in program

	<i>J1 (n=17)</i>	<i>J2 (n=16)</i>	<i>S1 (n=9)</i>	<i>S2 (n=19)</i>		<i>Total</i>
<i>Professional Competency</i>	0.81	0.89	0.70	0.98		0.86
<i>TED Talk</i>	0.85	0.85	0.82	0.92		0.86
<i>Personnel Evaluation</i>	0.71	0.88	0.72	0.76		0.77
<i>Professionalism Growth Areas</i>	0.67	0.85	0.56	0.80		0.74
<i>Professionalism Papers</i>	0.60	0.88	0.79	0.91		0.79
<i>Learning Journals</i>	0.75	0.84	0.87	0.87		0.83
<i>Learning Coach Conversations</i>	0.87	0.90	0.80	0.87		0.87

Final Grades

Figure 1 shows the overall grade breakdown of students from Spring 2025 and Fall 2025. This data is aggregate, so it includes the overall distribution for all students, not just those who opted into other parts of the study. For the old grading scheme, approximately 53% of the students were in the A-range (i.e., A-, A, A+); in the new grading scheme, approximately 59% of the students were in the A-range. With the old grading scheme, approximately 7% failed, and with the new grading scheme, approximately 14% failed. It should be noted that prior to the Fall 2025 semester, there were not required standards in Professionalism, meaning students could pass

without meeting required professional expectations. The increased percentage of fails in Fall may be a result of having more specific requirements.

Figure 1

Overall grade breakdown comparison for all students in course using old grading scheme (Spring 2025) and new token grading scheme (Fall 2025).

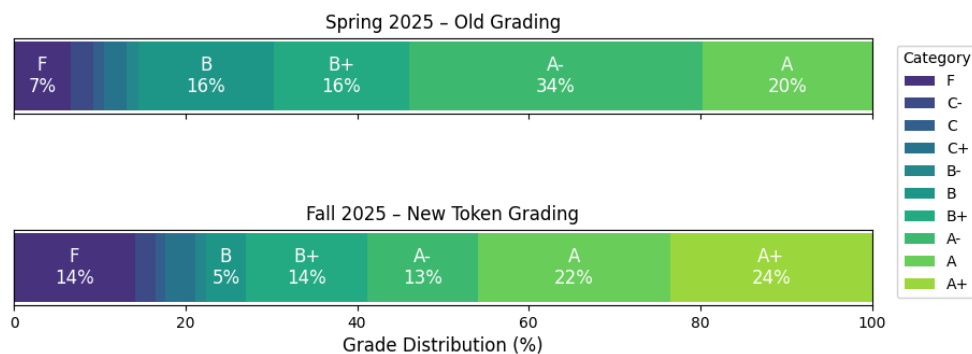
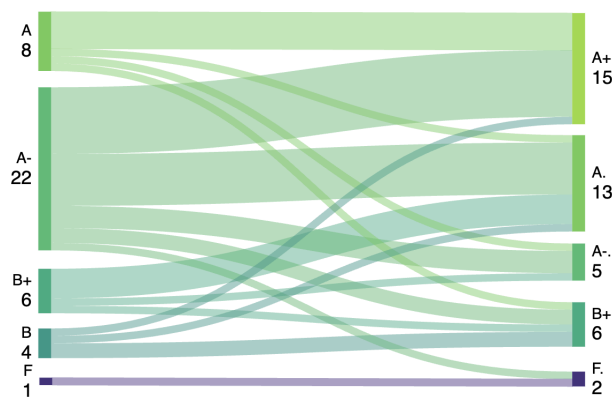


Figure 2 then shows a paired visual analysis between Spring 2025 and Fall 2025 for those students who consented to have gradebook data accessed in both semesters. The left side shows the grade the student received in Spring 2025 before the grading change, and the right side shows the grade received in Fall 2025 after the move to token grading.

Figure 2

Paired visualization of students' grades for Professionalism in Spring 2025 (left side) and Fall 2025 (right side). This only shows students who opted into sharing their individual grades.



Demographic Impacts

Table 2 provides average grades on a 4.0 point scale where an A+ is a 4.33, A is 4.00, A- is 3.67, B+ is 3.33, B is 3.00, B- is 2.67, C+ is 2.33, C is 2.00, C- is 1.67, and F is 0. The table compares three groups: (1) average Spring 2025 grade (old system) for all study participants who had a grade available, (2) average Fall 2025 grade (new token system) for all study participants, and (3) average Fall 2025 grade for all study participants who also had a Spring 2025 grade

available. This means that the third group consisted only of “returners”, or students who had taken a course in the Professionalism sequence the semester before. (In other words, this third group does not include students who transitioned from the bridge semester in Spring 2025 to a Fall 2025 J1 semester, nor students who returned to the program from a semester away.) These averages are given for the total sample of students and then is broken down into demographic groups. No statistically significant differences were found for any group.

Table 2

Average grades for students under the old system and token system, both paired and all students.

	Average Grade with Old System	Average Grade with Token Grading	Average Grade with Token Grading for Returners
Total	3.5 (n=41)	3.4 (n=63)	3.8 (n=41)
Gender diverse	3.7 (n=16)	3.7 (n=23)	4.0 (n=16)
Racially diverse	3.6 (n=20)	3.6 (n=27)	3.8 (n=20)
First generation	3.6 (n=19)	3.5 (n=28)	4.0 (n=19)
Neurodiverse	3.5 (n=8)	3.0 (n=14)	3.9 (n=8)

Student Perspectives

In the learning journal, students were asked to rate their preference between past grading schemes and the current grading scheme with 1 being a strong preference for past grading schemes and 5 being a preference for token grading scheme. The average rating was 3.9 with a standard deviation of 1.0. This shows that students in general feel neutral or have preference toward the token grading scheme (Table 3).

Table 3

Frequency distribution of responses for students when asked their preference of grading scheme. A 1 indicates they prefer old grading; a 5 indicates they prefer token grading.

	Rating on Scale				
	1	2	3	4	5
Number of Students	1	1	5	9	8

The primary themes that resulted from the **benefits** that students listed are that token grading allows for:

- Focus on the result instead of a numeric grade
- Less subjective bias in grading on reflective assignments
- Autonomy in choosing and calculating grade, allowing for tracking and prioritization
- Clear goals and standards on each assignment
- Helpful feedback in understanding why of grade
- Motivation

The primary themes that resulted from the **challenges** that students listed are that token grading allowed for:

- Inadequate feedback
- Pass/Fail nature led to feeling that effort of grading did not match student effort
- Lack of gradation because of pass/fail nature
- Confusion on product versus process tokens
- Confusion on what assignments were required to pass the course
- Too many tokens/assignments in second half of the semester
- Lack of motivation to do best work

Lessons Learned & Takeaways

Based on the results, six primary lessons were found. Accompanying these lessons are takeaways that readers may be able to apply in their given contexts.

Token grading did not cause a statistically significant difference in average grades for students in aggregate or across underrepresented groups. This is a positive considering the surrounding concerns that come with redesigning a grading scheme. This should be encouraging to our program as well as other instructors, programs, and institutions that likely, if properly designed, alternative grading will not completely change the grades earned by students or significantly impact any group of students. It should be noted that the average grade for students who identified as neurodiverse did decrease with the switch to token grading, although this was not statistically significant. Interestingly, this was not true for students who identified as neurodivergent and had taken Professionalism in a previous semester; instead, returning neurodivergent students saw an increase in their grade when switching to token grading. These results may be a result of a variety of factors (who is choosing to opt into the survey, students taking a semester away, etc.), but it does speak to the potential benefit of providing extra support to students who are making the transition into their J1 coursework (from the bridge semester) or are returning from a semester away.

A Token Grading approach can provide insights into how students approach, prioritize, and grow in their Professionalism learning. For assignments such as the Professionalism

Papers, we saw students improving in the number of standards met as they continued through the program. For specifications-based assignments, we saw where students prioritized their time and effort; the tokens showed that students were especially prioritizing meetings with their learning coach, whereas documenting their professional growth goals was prioritized by fewer students.

The benefits that students see from token grading largely align with the four pillars of alternative grading. For example, a student said, “It is good because it pushes students to go over the rubric and make sure they have all that information on it” (Participant 104) and another said, “It gave clearer goals regarding assignments” (Participant 33), emphasizing that they had *clear standards* that they could align with in order to learn and succeed. Another example is a student who stated that, “The commentary that would entail why [tokens] would not be reward[ed] were generally helpful in understanding that why” (Participant 33), showing that *helpful feedback* was given to students. Many students mentioned the benefit of *marks indicating progress* such as “It is easier for me to track my progress and assess what is important” (Participant 78) and “I do think that it simplifies the mental math that everyone was trying to do and sets a more clear goal toward passing the semester” (Participant 129). Students were able to prioritize their time, energy, and learning, giving them autonomy, by being able to continuously track their progress. This warrants the value of implementing the pillars in our classrooms, regardless of the style of course.

The majority of the challenges that students mentioned are addressable by messaging and improving feedback by the evaluators. There is a part of token grading that will always feel pass/fail by nature and that lack of gradation when compared to the decimal points that can be given in traditional grading. This can be a difficult shift for students. There also has to be some level of cutoff of what earns a token and what does not, so at some level, students must self-determine what work they are going to put into the assignment and what level of learning they are going to get from it. As instructors, we can better frame this through the “why” of each token. If students understand the why of each token and what value it can bring, they then will know the level of effort that is worthwhile, despite the pass/fail cutoff, which they then can communicate to future employers about their learning and growth. Instructors can continually communicate the value to students and graders with token grading to help reinforce the value of focusing on quality and achievement in deliverables instead of just on the numeric score given. It should also be noted that many of the challenges (inadequate feedback, assignment timing, etc.) can also be experienced in traditional grading schemes, so we encourage those implementing alternative grading to not give up with these challenges and instead place focus on continuing to improve transparency and alignment.

While not shown explicitly in data here, the author team acknowledges (through their own experience) the **ability to better keep up with grading, have consistent grading across a large assessment team, and ability to hold boundaries on deadlines and expectations through**

token grading. Instead of continually focusing on making sure the numeric grade was “right” or “what another evaluator would have granted”, token by token, more granular focus was able to be given to providing feedback on the “why” for each of those items. When grading across a large team, it is helpful to balance both clarity of expectations and autonomy of the grader, and the hybrid approach of token learning can better support this.

Finally, **token grading offers a unique hybrid alternative grading approach** that balances many of the motivations and goals of standards-based, specifications-based, and ungrading approaches. This is especially important in Professionalism spaces where there can be a wide variety of subjective and objective outcomes. For larger summative assignments like the professionalism papers, graders can focus on determining which standards were and were not met rather than coming up with a single numerical score. For smaller personal assignments such as reflection journals, graders can focus on providing meaningful and personalized perspective to a student’s reflection. On the student side, expected standards become more transparent, and specifications-based assignments give students autonomy over how they want to approach their work; they can choose the grade they are aiming for and complete the work that is most relevant to them.

Future Work

In the future, it would be helpful to compare the results between multiple token grading semesters instead of basing the results completely on the pilot semester of alternative grading. It was a big change, especially for students who had been in professionalism for three semesters with the traditional grading scheme. It will be of interest to track if grades change largely between token grading semesters when compared to the traditional semester. Much of this paper was focused on just making sure that token grading was a positive change when looking at student experience overall. In the future, we would like to begin looking more deeply at learning outcomes based on curricular changes that accompany this continual improvement of the professionalism course series.

Limitations

The largest limitation of this study is the population limitations. Students opted in to providing their data, which may have caused a skew in the average distribution of grades and learning journal responses that were available. Only a small subset of students completed the learning journal. It was also limited in the sense that the deliverables were not all the same between the two grading schemes, so direct assignment completion and outcomes could not be completely directly compared, but efforts in the future will be made to find ways to examine the outcomes.

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Appendix

Figure 1

Sample J1 Token Grading Sheet from Fall 2025

Professional Competency		Temwork Paper	Written Communication		Learning Journals		Number of Tokens		Grade	
Timeliness	☐		Process	Literature Review Activity	☒	LJ1	☒	30	C-	
Reliability	☒			First Draft	☐	LJ2	☐	33	C	
Interactions	☒			Continuous Improvement in Final Draft	☐	LJ3	☐	35	C+	
Integrity	☒			Literature Discussed	☐	LJ4	☒	37	B-	
Engagement and Presence	☐			Current Experiences Discussed	☒	LJ5	☒	39	B	
Communication	☒		Product	Goals Discussed	☒	LJ6	☒	41	B+	
IRE Talk				Style/Organization	☒	LJ7	☐	44	A-	
Pre-IRE Talk	☐			Grammar/Mechanics	☐	LJ8	☒	47	A	
Post-IRE Talk Reflection	☒			Source Integration and Formatting	☒	LJ9	☒	50	A+	
Presentation Skills & Engagement	☒	Self-Directed Learning Paper		Process	Literature Review Activity	☒	LJ10	☒	To pass, at least 4 of the 6 Professionalism tokens MUST be earned, and at least 4 of the 6 Written Communication Product tokens MUST be earned.	
Slide Design & Organization	☒		First Draft		☐	Portfolio	☐			
Appropriate Topic Framing & Coverage	☒		Continuous Improvement in Final Draft		☐	Semester Reflection & Feedback (bonus)	☐			
Encore IRE Talk (bonus)	☐		Literature Discussed		☒	Summer LJ 1 (bonus)	☐			
			Current Experiences Discussed		☒	Summer LJ 2 (bonus)	☐			
			Product	Goals Discussed	☒			Your Current Tokens		35
Personnel Evaluation				Style/Organization	☒	Learning Coach Conversations		At least 8/12 Written Communication Product Tokens earned on both papers?		Yes
Personnel Evaluation - Expectations	☐			Grammar/Mechanics	☒	LC/Supervisor Meeting	☐	At least 4/6 Professionalism Tokens earned?		Yes
Personnel Evaluation - Reflection	☒			Source Integration and Formatting	☒	Career Development Check-in	☒			
Professionalism Growth Areas						Mentor Expectations Discussion	☒			
Block 1 Goal	☐			Design Proposal Review	☒					
Block 1 Report & Block 2 Goal	☐			Student-Led Discussion	☒					
Block 2 Report	☐			Student-Led Discussion (bonus)	☒					
				Student-Led Discussion (bonus)	☐					