

Approach	Grading	Rationale
Learners are free to play the game freely without fear of a grading penalty.	No grade is assigned.	Reflects the belief that learning occurs by making mistakes in a safe environment and reflecting on those decisions.
<p>Learners are encouraged through marks to complete the virtual simulation.</p> <p>Learners are free to select correct and incorrect responses and replay the experience without fear of a grading penalty.</p>	Assigning a grade for participation.	<p>Reflects the belief that learning occurs by making mistakes in a safe environment and reflecting on those decisions.</p> <p>Acknowledges learner time and effort. May act as an incentive to complete the virtual simulation.</p>
Learners will not explore different options for fear of getting a lower mark. Instead, they will take time to respond at each decision point so they have a higher chance of getting the right answer.	Virtual simulation is graded.	<p>Reflects the goal of using the virtual simulation for summative evaluation purposes.</p> <p>When using virtual simulation for summative evaluation, it is important that students have earlier, regular experiences to familiarize themselves with the simulation. Many commercial virtual simulations have analytics that can be used to calculate a summative grade. When using the analytics for grading, it is important to understand the analytics available and how to use them.</p>