

GRADING PRACTICES UPDATE

Presentation to Hamden BOE on August 25, 2020



SHIFTING PRACTICES – WHY NOW?

- Alignment with Equity Goal and Professional Development
- Stakeholder Feedback
 - Student survey in July
 - Teacher surveys in June and August
 - Teaching and Learning Subcommittee (Elementary and Secondary Teachers representing various departments, Directors, Building Administrators)
 - Secondary Administrator Meetings



SHIFTING PRACTICES – WHY NOW?

- Student Feedback
 - Request for extended deadlines and flexibility
 - Ease in communication to parents/students about missing assignments
- Teacher Feedback
 - Better balance between maintaining high expectations for learning and flexibility in responding to student needs
 - Consistency in grading practices and expectations
 - At Elementary level, standards-based grading is effective
- Administrator Input
 - Flexibility in comment/feedback on report cards
 - Prevent student disengagement by establishing minimum numerical grade for a marking period



SHIFTING PRACTICES – WHY NOW?

- Teaching and Learning Subcommittee Input
 - Improve equity of grading practices
 - Consistency in grading practices and expectations
 - Prevent student disengagement by establishing minimum numerical grade for a marking period
 - Establish long-term vision with gradual shift in practices
- Equity and Grading Articles
 - [“How Teachers Are Changing Grading Practices With an Eye on Equity”](#) from National Association of Secondary School Principals
 - [“Inequity in Grading”](#) from KQED



ELEMENTARY GRADING PRACTICES

- Marking period grades will continue to be mastery-based
- Teachers will have the option of writing their own comments and/or using pre-written report card comments, including new comments appropriate for distance learning.
- Any standard that is not assessed for mastery may be given NA on the report card at the director's discretion.



SECONDARY GRADING PRACTICES

- Each department will be consistent with what comprises a marking period grade
 - Assessments may not comprise more than 75% of the grade
 - Assignments may not comprise less than 25% of the grade
 - Homework will account for 0% of the grade
 - All work given to students will be considered “assignments” given that some students are engaged in Distance Learning full time
- A marking period grade may not be less than a 50%



SECONDARY GRADING PRACTICES

- Assessments:
 - Retake opportunity within one week of administration
 - Final grade is higher grade, not the average of the two
- Assignments:
 - Assignments will be graded on scale of 0-100
 - Missing assignments will be entered in PowerSchool with “M” with a value of zero
 - Missing assignments will be accepted late. Specific deadlines and grading of late work will be determined by departments



WHERE DO WE GO FROM HERE?

- Establish long-term vision with gradual shift in practices
- Create consistency across secondary departments
- Use feedback from Fall 2020 to help identify next steps
- Use learning from Equity Professional Development to continue evaluating current practices

