

The slide features a teal background with a large white circle in the center. The title 'ACPS Grading Policy' is written in teal text within the circle. Below the title, the date 'September 2021' is written in orange text. The slide is decorated with several colorful circles and icons: a yellow circle with a gear icon, a yellow circle with a lightbulb icon, a red circle with a thumbs-up icon, and various other circles in orange, pink, and white.

# ACPS Grading Policy

September 2021

## ACPS Grading Policy is based on Three Principles

Grading practices in ACPS will strive to be:

### 1. **Accurate**

- a. Grades should describe student achievement of the intended learning

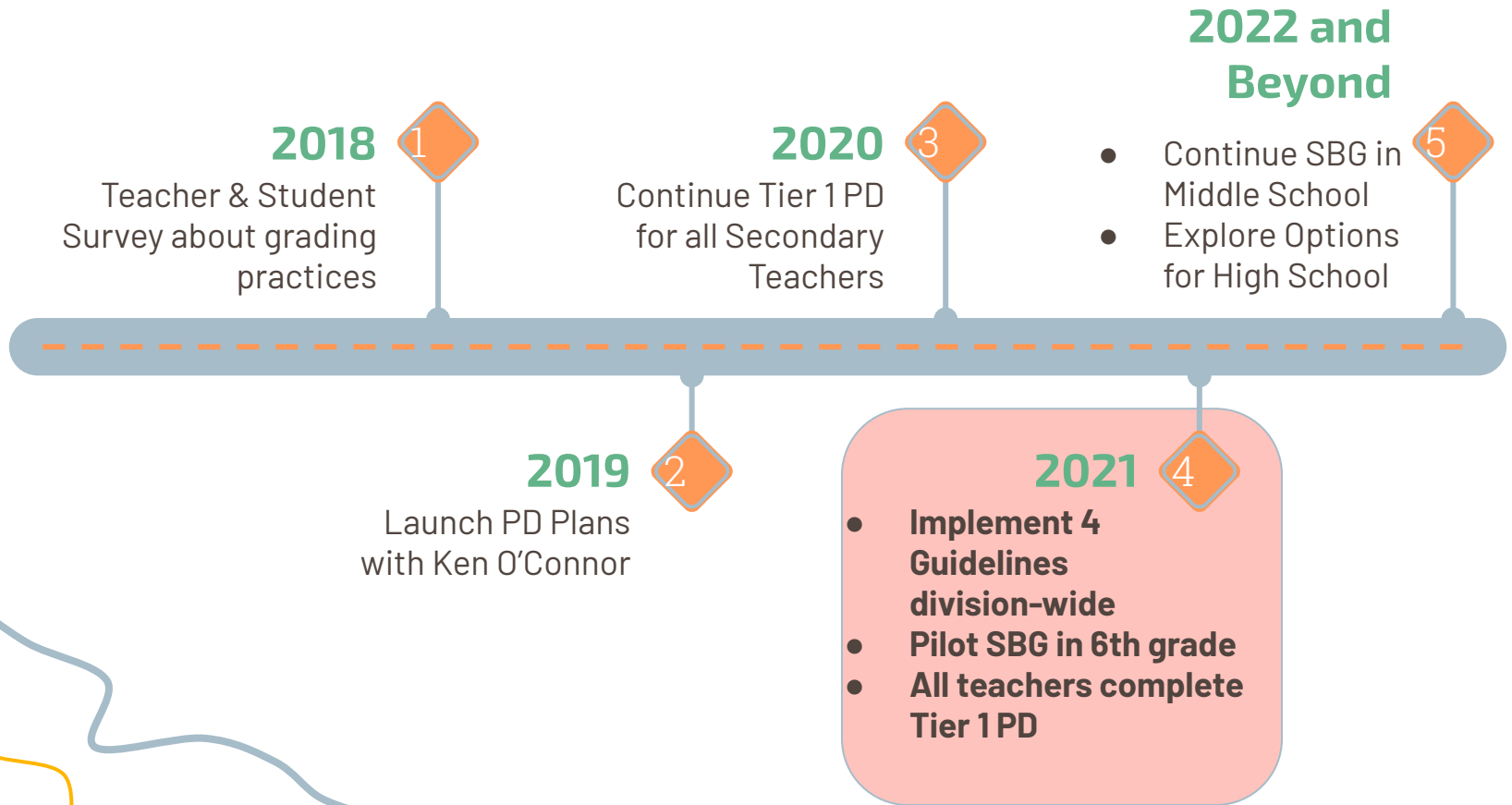
### 2. **Consistent**

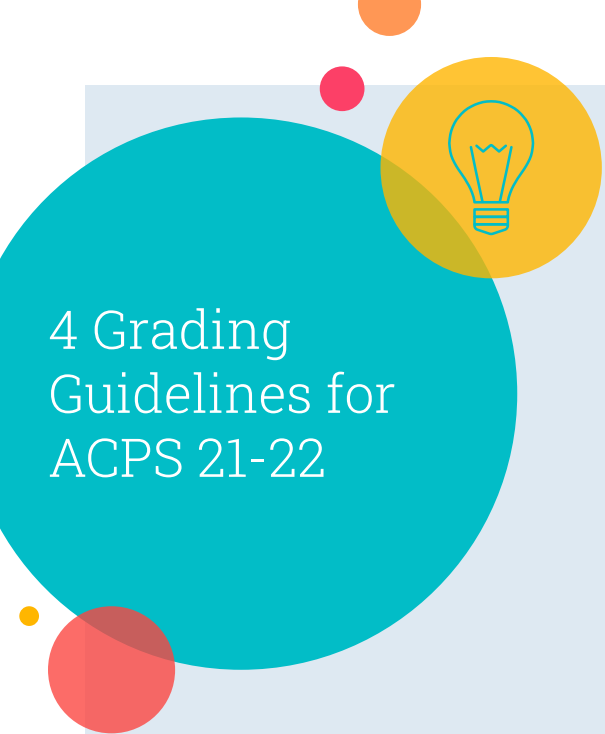
- a. Grades should be calculated in a way that is similar across schools, courses, departments, and teachers.

### 3. **Support Student Learning**

- a. Grading practice should encourage continuous learning through feedback cycles

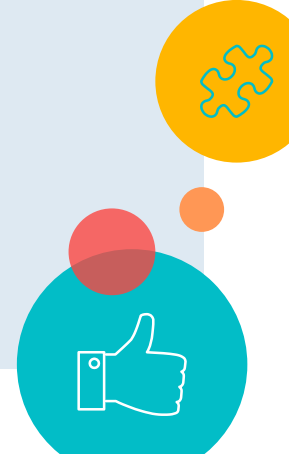
# ACPS JOURNEY





## 4 Grading Guidelines for ACPS 21-22

This year all secondary teachers will

- Eliminate the use of extra credit
  - Remove student behavior from grades
  - Provide feedback on student practice in place of grades
  - Eliminate the use of zeroes
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## What we know about Extra Credit

- Extra credit is not an **accurate** reflection of what students know, understand, or are able to do
- Extra credit is not applied **consistently** across classes, courses, or schools
- Extra credit does not **support student learning**
  - Extra credit for bringing in items or attending events exacerbates inequity
  - Allowing bonus questions can hide student understanding

# What we know about Grading Practice



- If practice is truly practice, it should not be counted in a grade
  - Practice leads to mastery; mastery is based on predetermined goals; grades are based on final learning not formative
  - Meaningful practice **supports student learning**
  - Ungraded practice promotes a growth mindset
- Grading practice will decrease the accuracy of a grade
- PLCs/Departments should be **consistent** about not grading practice
  - Homework and **Equity** - Taking the Stress Out of Grading



## What we know about Zero

- Zero is mathematically inaccurate
  - Zero skews the average overall grade
  - Minimum grading (50% in place of zero) creates a true 10 point scale
- Zero is used **inconsistently** across schools and classes
- Zero does not **support student learning**
  - Zero is not a motivator; in fact experts would say it does the opposite
  - Zero should not be a behavior management tool
  - Zero does not represent what students know, understand, and can do

# What we know about Grading Behaviors



- Grades that include behaviors are **inaccurate**
  - Grades should measure student achievement, solely
  - *Behaviors include effort, attendance, participation, compliance, organization, etc.*
- Grading participation/behavior is **inconsistent** across the division, schools, teachers
- Grading behavior doesn't reflect **student learning**
  - Work habits are a measure of *how*, not *what* students have learned

