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

2018
1. Teacher & Student Survey about grading practices

2019
2. Launch PD Plans with Ken O’Connor

2020
3. Continue Tier 1 PD for all Secondary Teachers

2021
4. Implement 4 Guidelines division-wide
   • Pilot SBG in 6th grade
   • All teachers complete Tier 1 PD

2022 and Beyond
• Continue SBG in Middle School
• Explore Options for High School
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
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
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 [consistently](#) 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