District 86 Grading Practices 2021-22 - Executive Summary

Board of Education
September 30, 2021

Origins of Learning Leadership Team for Grading

- Impossible to ignore the discrepancy of grading practices and reporting systems across District 86
    - Inconsistent, Confusing, Difficult to Navigate
- Consistent with Goal 1 of the D86 Strategic Plan and BOE Policy 6:280 Grading and Promotion: **"The Superintendent or designee shall establish a system of grading and reporting academic achievement to students and their parents/guardians,"** the LLT was created. The initial work of the LLT focused on the alignment of grading practices.
- LLT is comprised of 40+ Teachers, Department Leaders, Administrators equally representing all academic departments at HC and HS

D86 Grading Philosophy: *Grades communicate achievement on course objectives and support meaningful student learning and growth.*

1. **Accurate**: A grading system must **accurately communicate** a student's academic ability.
2. **Actionable**: A grading system must provide a student, parent, counselor, interventionist an indication of **what the student needs to do** to remediate, maintain, or enrich their coursework.
3. **Accountable**: A grading system must **hold students accountable** for demonstrating the knowledge / skill required to complete each course.

A Grading Scale/Practice must also:

- Meet the needs of different content areas (different assessment types)
- Allow teacher innovation and creativity when designing instruction/assessment
- Focus on achievement, not behavior

D86 Grading Scale: Number & Letter Grade Intervals		Reported Grade	Appears in HAC/TAC	Notes
100 - 90	A (95%)	A	A	
89 - 80	B (85%)	B	B	
79 - 70	C (75%)	C	C	
69 - 60	D (65%)	D	D	
59 - 50	F (55%)	F	F	
Incomplete (only for use as a final semester grade)		IC		
Pass (for a Pass/Fail Class)		P		Not included in GPA
Withdraw (Fail)		WF		Included in GPA
Withdraw (Pass)		WP		Not included in GPA
Audit		AU		Not included in GPA
Missing and Essential (course team determines essential)			ME	No final grade shown: Completion Mandatory 50%
Did Not Complete (Missing)			M	50%
Excused			X	Exempt from Gradebook

21-22 Common Framework for Gradebook Categories

Summative Assessments 70-100%
- Definition: All assignments used to assess a student's mastery of content or skills explicitly taught and linked to course objectives
- Examples: Unit Tests, Essays, Projects, Labs, Performances

Formative Practice and Academic Preparation 0-30%
- Definition: All assignments used to prepare students for or reinforce content or skills that will be later measured with a summative assessment
- Examples: Quizzes, Homework, Class Participation

Learning Readiness 0 - 10%
- Definition: Anything else that the building course team feels is essential for communicating Accountability, Action, and/or Accuracy
- Examples: SEL Components

Grading Changes in Context

- Prior to 21-22, the vast majority of course teams had weighted categories. The most common gradebook category weight distribution was 80% Summative and 20% Formative. A significant number of courses have maintained this identical gradebook category weight distribution. In fact, it was the default if a course team could not come to agreement.
- Prior to 21-22, many course teams in D86 had already moved to a equal interval gradebook - essentially eliminating zeros prior to the common district grading scale.
- Courses with larger intervals for letter grades have discussed how the change in the scale impacts their students and have taken a few different approaches:
  - Redesigned assessments - which is almost always happening anyway
  - Applied a mathematical curve to unchanged assessments equalizing the score without altering the rigor of the established assessment (similar to AP scoring).
  - Created re-assessment opportunities

What's Next for LLT

LLT Work

2021-22

- Implement, evaluate, and revise the common grading scale, common gradebook categories (by department course teams) and extra credit parameters.
- Engage all staff discussions about Late Work and Reassessment practices during Flex Learning days
- Discuss District wide consistency with gradebook categories in content areas

2022-23

- Implement common District gradebook categories
- Discuss Academic Integrity policy