

Instructional Practices: Grading and Assessment

5-17-2022

3:00-3:45

****come early if you missed the last meeting and want to catch up: 2:45***

Agenda:

- 1) Student responses
- 2) 3-5 key words
 - a) Big Picture Themes
 - b) Few Quotables
 - c) Best Practices Reach: share comments about grading and student learning.

Meeting Minutes:

Present members: Amanda Zeller, Justin Ballou, Beth Williams, Martha Daigle, Jordan Brown, Jennifer Staub, Lori Bonnette

Note taker: Amanda Zeller

Observations from student survey:

- Grades are primarily about feedback
- Stand-out quote: "shouldn't be harmful to mental health"
- Cultural aspect (HB culture) of grading and its relationship to mental health
- Most said should be able to redo, resubmit, etc
- Feels like students "get" what grading should be, BUT in classrooms, feels different (for example, students tend to focus on points instead of demonstrating learning)--BUT are they really getting it or are they repeating what they have heard and know they "should" say about grades?
- Most students want the opportunity to revisit work, but say they should have to meet criteria to do so
- Identify grading as some kind of measurement of knowledge/material
- Has to align with colleges and future perspectives--LOTS of confusion on what there truly are (what are colleges and universities actually using to understand student achievement?)
- Are students able to apply the feedback
- Measurement paired with the opportunity to improve

Other topics discussed:

- Consistency in grading
- Role of the school in creating or representing culture of the community
- How do we thoughtfully use this student feedback? What is the role of the outliers in this feedback?
- Teachers comparing survey feedback to classroom feedback
- Role of/role in motivating students

Next meeting:

Week of June 13 (after graduation)--looking to assign some thought homework over the summer