

Context for Grading Alignment work in District 86: As indicated by the grey column, there was a clear rationale for each priority area articulated by the LLT in 2019. Grading alignment was never intended to make all classes the same, it is designed to make all grades an accurate representation of what each student knows and can do in each content area.

Grading Alignment Work in D86			In District 86, grades communicate achievement on course objectives and support meaningful student learning and growth.				
High Priority Areas for Grading Alignment	Prior to 2019	Rationale for Grading LLT Work and Alignment	2019-2020	2020-2021	2021-2022 Current Year	2022-2023	2023-2024
District Grading Philosophy	None	In order to have meaningful and data driven conversations about common grading practices, the LLT lead the D86 teaching staff in a study of Best Practices in Grading	None, but continued LLT conversations Administration communicated to the BOE LLT progress May 2020 including the agreed upon Philosophy and the priorities to be aligned (left column)	Common Grading Philosophy (above)	Common Grading Philosophy (above)	Common Grading Philosophy (above)	Common Grading Philosophy (above)
Academic Integrity	Central (p18) South (p19) BOE Policy	Teachers and parents report that there is growing regularity related to cheating. This was likely impacted by the Pandemic.	No change to policy	No change to policy	No change to policy	LLT will look at Academic Integrity data from teachers and Dean's Office	TBD

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High Priority Areas	Prior to 2019	Rationale for Grading LLT Work and Alignment	2019-2020	2020-2021	2021-2022 Current Year	2022-2023	2023-2024
Extra Credit (EC)	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	Individual teachers gave extra credit at their discretion which included purchases for the classroom and assignments unrelated to the course or the course content	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	Extra credit may be given and should be connected to course content. EC should not be a stand-alone assignment.	Common EC Practice	Common EC Practice
Grading Scale	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	In SY 2018 there were 42 different grading scales to choose from in eSchool. Each was used by at least 1 teacher. Teachers were also allowed to create their own scale for any individual course.	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	Implementation of a common grading scale for all courses.	Common Equal-Interval Grading Scale	Common Equal-Interval Grading Scale
High Priority Areas	Prior to 2019	Rationale for Grading LLT Work and Alignment	2019-2020	2020-2021	2021-2022 Current Year	2022-2023	2023-2024
Use of Zeros	No district or building level policy. Determined by individual departments,	A Zero was commonly used to indicate work that has not been turned in. A zero penalized a	Within State grading guidelines, a Zero grade could be used in any course as	Within State grading guidelines, a Zero grade could be used in any course as	Common Grading Scale established a 50% floor for Failing grades and instituted M	Common Grading Scale established a 50% floor for Failing grades and instituted M	Common Grading Scale established a 50% floor for Failing grades and instituted M

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	course teams, or individual teachers.	student 6 times more than the lowest D grade on a 100 point scale and did not communicate student achievement in the content	determined by the individually selected grade scale BUT Several District course teams removed Zero as grade option during the COVID pandemic	determined by the individually selected grade scale BUT Several District course teams removed Zero as grade option during the COVID pandemic	and ME Grade indicators to communicate missing work	and ME Grade indicators to communicate missing work	and ME Grade indicators to communicate missing work
Homework	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	Students and parents reported discrepancies between teachers and courses led to inequitable practices and outcomes	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	A Common District Course Team homework philosophy will be determined as part of the ongoing curriculum alignment process**.	A Common District Course Team homework philosophy will be determined as part of the ongoing curriculum alignment process**
High Priority Areas	Prior to 2019	Rationale for Grading LLT Work and Alignment	2019-2020	2020-2021	2021-2022 Current Year	2022-2023	2023-2024
Gradebook Categories & Weights	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	Individual teachers could choose to have weighted categories or Total Points, they could make their graded categories any percentage, they did not have to align with their	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	Same as 2019-20, but... All teachers were provided an LLT crafted Framework for weighted categories to determine an aligned, building based, set of gradebook	All building and some district level course teams implemented aligned gradebook weighted categories with no more than three categories: Summative,	Common District Course Team Gradebook Category Weights will be determined as part of the ongoing curriculum alignment process**	Common District Course Team Gradebook Category Weights will be determined as part of the ongoing curriculum alignment process**

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		course team		weights to be implemented in 21-22.	Formative, Learning Readiness.		
Inclusion of Behavior in Gradebook	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	Students and parents reported discrepancies between teachers' practices and courses that led to inequitable outcomes	See work with the common Grading Scale, Homework, Late Work and Test Retakes				
High Priority Areas	Prior to 2019	Rationale for Grading LLT Work and Alignment	2019-2020	2020-2021	2021-2022 Current Year	2022-2023	2023-2024
Late Work	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	Students and parents reported discrepancies between teachers' practices and courses that led to inequitable outcomes	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	Determined by building level course teams. Building Course teams have common practices.	Common District Course Team Late Work practices will be determined as part of the ongoing curriculum alignment process**	Common District Course Team Late Work practices will be determined as part of the ongoing curriculum alignment process**
Remediation (e.g. Retakes)	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	Students and parents reported discrepancies between teachers' practices and courses that led to inequitable outcomes	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	No district or building level policy. Determined by individual departments, course teams, or individual teachers.	Determined by building level course teams. Building Course teams have common practices.	Common District Course Team Retake practices will be determined as part of the ongoing curriculum alignment process**	Common District Course Team Retake practices will be determined as part of the ongoing curriculum alignment process**

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