

Grading Practices Committee Meeting 1

Setting our Purpose 08/22/2022

Our Intentions...

To develop an equitable, standards-based grading system

To connect outcomes (grades) with learning (mastery) for students and families

To develop a transparent communication plan at end of this journey for families and students

To establish a grading system that elicits hope!!! "I can graduate!"

To facilitate a community norm that encourages staff to bravely and safely talk about grading (reduce the "taboo-ness")

To answer the question "what is the purpose of grades?"

Align grades to actual standards mastery

Equitable access to grade

Some don't have access to support/caching/guidance at home (homework, study skills, etc.)

Averaging graded assignments etc, penalizes late blooming learning

Learning is a process

Assessment practices to promote continued learning and growth

ie: math assessment shows low mastery, student gets extra help and retakes

Correlation between grades and learning?

Cumbersome (Extra Credit, late work, etc.)

Soft skills vs content standards

More standardized system

K-5 use standards based grading so it is familiar to student/families as they move to MS

See it work and be more equitable

Parents/students know what level of mastery they are at rather than just assignment completion

0-100 scale is not equitable 0-60 = 60 points, then 60-70, etc. is only 10 points\

o Hard to dig out of a 60 point deficit

Focus shifts to learning content rather than earning a grade

Assignments are intentional not just busy work or at-home work that is difficult to tie to mastery

Self-awareness: + I can teach it (mastery), √ I've got it but not ready to teach it and – Not yet, still working on it

Transparency to kids and parents!!! Educate all on what we do/how we grade and why!

Equity!!!

Less barriers (access!!!)

Opportunity gap

Potato analogy from Shelly Moore

Grades = punishment rather than informative

Communicate understanding (not behavior, separate thing)

See needs/gaps

Advocacy

No more zeros and averages (hard to get out of hole)

Consistency alignment

Change "the game"

Pros & Cons of Current System

Pros

Hard work and teacher connection is rewarded

Meaningful (history)...GPA

Implications/assumption of an A student Teacher autonomy

Doesn't require change

Soft skills are included

Familiar

What college expects

Comfortable for 6-12 students and parents

Soft skills

Cons

Difficult to determine who knows standard vs who has student skills getting them thru

Lack of consistency (too subjective teacher by teacher)

Teacher autonomy (subjectivity)

Reluctant to challenge self (play the game)... grades > AP classes

\$ (scholarships) often attached to grades...high stakes... so grades need to be clearly defined and meaningful

Inflation!!!

Connected to the grad/outcome, not the learning content

Grades are often inflated

Inconsistent grading

Soft skills are included

Enforces a fixed mindset

Students know how to play the game

Teachers cannot identify exactly how near a student is toward mastering standard

Students, parents, etc (same as above)

0-100 system is inequitable

Assigning homework. is not equitable and grades are based on homework completion

A student who doesn't share their learning via the traditional mode is deemed deficient

For many high achieving students, it is all about the ↑ grade not the learning

Grade inflation

Fixed mindset

Connected to the grade, not the learning

What we need to do...

Look at current data (this will help create buy-in)

Review current literature (this will help understand/develop the why for change)

Look at grading options at other districts (best practices)

Create a proposal

Seek regular input to ensure transparency and get buy in for this work to be effective

Support training as we determine how to transition