

Ferndale School District



Equitable Grading Practices Committee
Meeting Minutes - 09/26/2022

- I. Welcome and Check-In
- II. Review and approve notes from 8/22/22 (see attached Word Document) and Google Feedback Form (responses shared below) – Notes were unanimously approved
 - a) Suggested collaborative next steps:
 - i) Review current literature (this will help understand/develop the why for change)
 - ii) Look at current data (this will help create buy-in)
 - (1) Data they'd like to see:
 - (a) Soft skill inflation
 - (b) AP scores down and GPAs up?
 - (c) Effect of a zero on a student grade
 - (d) Category percentage/Weighted percentage of departments
 - (2) Data that will show staff how traditional grading is disconnected between our grades and the standards/skills they have.
 - (3) Data from the HS who had students who scored the same on the SBAC where all the students had different class grades, data from our secondary schools
 - iii) Look at grading options at other districts (best practices)
 - (1) What were the effects of this process in other districts? Less As but more passing? Graduation rates? College acceptance?
 - (2) Data from other districts who have successfully implemented SBG; what changes have they seen since implementation; did it impact grad rates? College acceptance?
 - iv) Seek regular input to ensure transparency and get buy in for this work to be effective
 - (1) Perception survey to families and students; what does a grade mean? What would you believe about your student's abilities in a class if they received an A, B, C, D, or U?
 - v) Create a proposal
 - vi) Support training as we determine how to transition
 - b) Suggested goals/purpose for the committee
 - i) To explore the how to of standards-based grading and to provide all stakeholders with the why backed by real life examples.
 - ii) To determine the most equitable way to grade. Determine a suggested grading policy.
 - iii) To become aligned with grading on knowledge equally across classrooms and subjects
 - iv) Others?
 - c) Agenda item requests
 - i) Examples of what it looks like in various content areas
 - ii) Look at research found on different policies
 - iii) The collection of ideas that we worked on last meeting

- III.** What literature did we find? The following were passed on through form responses:
- a) <https://www.ascd.org/el/articles/seven-reasons-for-standards-based-grading>
 - b) <https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/4184/Reforming%20Grading%20Practices.pdf>
 - c) [https://www.nesacenter.org/uploaded/conferences/FLC/2013/handouts/Reeves-Feedback Presentation Master File.pdf](https://www.nesacenter.org/uploaded/conferences/FLC/2013/handouts/Reeves-Feedback%20Presentation%20Master%20File.pdf)
 - d) Grading for Equity--Feldman
 - e) Podcast suggested by Ben: Brain Waves: Teaching Conversations with Minds Shaping Education, Episode 060: Grading for Equity with Joe Feldman (<https://open.spotify.com/episode/1uPHGK7gqRGAFVMfg8iWLz?si=5h7mK0uqRQWm0rbsgyUxWQ>)
- IV.** At this time, the group determined that not enough education/reading had been done since our last meeting. We agreed to read articles, the book, and/or listen to the podcast to learn more prior to our next meeting.
- V.** In groups share out the article that you read that stood out to you
- a) As a group, what themes are we seeing in the literature? What stood out?
- VI.** Share out whole group and capture themes.
- a) What else do we need to learn or need more information about to create our "why" for change?
 - i) Our goal is to create a foundational understanding as a committee so that we can articulate best practices for equitable grading practices
 - b) What data should we be looking at to help create the buy-in and our "why"?
 - c) Who are our colleagues who are standing out as leaders in grading for equity?
- VII.** Closing