

Grading Practices Literature Review Questions

What would we like to make sure we consider?	What do we have wonders about?	What are some things that concern us?
Summative grades should be the majority of the grade for the class.	Participation and effort grades (not allowed) -Taking off points for turning in late assignments? -Where do soft skills fit in?	Eliminating zeros *
Eliminating zeros starting at 50% to make all grades equal value	What do our students want?	Parent reactions How can we differentiate between the 50% given (when eliminating zeros) and the students that earn 50%.
Grading of homework even for completion	Do students understand grades currently?	Staff buy-in
Formative assessments are practice – perhaps not scored	Product/Process/Progress report cards. Interesting idea but not sure how that would work. Would definitely take training and extra report card planning time like elementary teachers get.	Need to hold kids accountable for work if grades are not attached

<p>How are we making sure standards are transparent and available to families and students/consistent with other department staff?</p>	<p>What are three short key readings that we would want all staff to engage with to support this change in thinking?</p>	<p>When all work is attached to grades we eliminate or greatly reduce intrinsic motivation to learn</p>
<p>The inherent unfairness of the 100 point scale. 70% of the information signals failure.</p>	<p>What parallel effort needs to be made to develop more informative, uniform, and equitable assessment practices?</p>	<p>Grades as an extension of power and authority – used to control and punish (I know it’s a thing and I think it needs to be named and rooted out)</p>
<p>Would it help students if they can see that the “practice” work is for learning and then the grade is the culmination of the learning?</p>	<p>If keep 100 point scale, maybe lower the scale to 51% is passing – they have shown knowledge on over half the content.</p>	<p>Research says standards based grading lowers the number of A’s but increases the passing rate. How will students and parents react to fewer A’s?</p>
	<p>4 point scale is something to consider.</p>	<p>How do we create a work load in this kind of a transition that teachers can/will engage in?</p>
		<p>Absenteeism rates are higher on assessment days</p>
		<p>Alternatives to assigning 50% for incomplete/missing assignments (Incomplete / “I” grade)</p>
		<p>The anxiety that the current system/practices create for students</p>