

Meeting Minutes Agenda items

- I. Welcome and check-in
- II. Review ThoughtExchange from our Grading Practices PowerPoint
- III. Notes from the Feldman text – items we could consider as we generate Focus Group Questions
 - i) P. 75 (Feldman) the impact of a Zero in a traditional grading system
 - (1) p. 82-83 charts comparing the percentage score with letter grade equivalent
 - (2) The charts present information and asks what letter grade should be assigned
 - ii) P. 120 (Feldman) excluding participation and effort
 - (1) Separating a teacher's implicit bias from participation is nearly impossible, which has nothing to do with content mastery.
 - (2) Effort is hard to measure and subjective.
 - (3) What does participation look like in classes such as CTE, PE?
 - (4) What would a classroom look like without awarding points for daily work/practice?
 - (5) Can we collect data on daily work/practice without affecting grade?
 - (6) How do we get students to value daily work?
 - (7) How can we give students an opportunity to self-assess their own effort so our own bias are not impacting?
 - iii) P. 131 (Feldman) impact of including homework in the grade
 - (1) Could be potentially cushion a student's grade/or potentially really negatively impact a student's grade
 - (2) Copying HW is a serious problem – no learning happening and they are simply trying to get points
 - (3) Students see HW as a hoop to jump through, do not see value or feel too much
 - (4) Not always equitable – some kids have jobs, sports, watching siblings. Have no time.

- (a) How does HW help students learn the material?
 - (b) Should HW grade be based on completion or accuracy?
 - (c) How do we stop copying of HW?
 - (d) Are there other incentives that could be implemented besides a “grade” for HW completion (I.e. drop lowest quiz score)?
- iv) P. 205 (Feldman) practices that build soft skills
- How do “Soft Skills” such as time management, meeting deadlines, and listening to directions support learning in your content area?
- How does grading “Soft Skills” such as time management, meeting deadlines, and listening to directions impact the accuracy of academic grades?
- v) P. 142 (Feldman) the impact of grading formative and summative work
- (1) Key Take-Aways:
- (a) 100% summative requires a change/shift in assessment practices – more open-ended opportunities for students to demonstrate knowledge
 - (i) Retake opportunities: reduce anxiety by giving another chance or another way to show mastery
 - (ii) Triangulation of results with other assessments
 - (b) Tracking data in a grade category worth 0%
 - (i) Tells story of achievement (or lack thereof)
 - (ii) Indication of why they get the scores they do, and
 - (c) Formative work is practice, and tracking that data shows them that practice helps them succeed
- (2) Open-Ended Questions
- (a) How can we ensure that summative assessments accurately reflect mastery of content rather than “test-taking skills”?
 - (b) How can we reduce student anxiety surrounding high-stakes summative assessments?
 - (c) If grades are based solely upon summative assessments, how should teachers manage/track data that is gathered on a daily basis? (Homework, labs, etc.)

Additional Ideas to Consider/Remember:

Should we recommend that departments/PLC's adopt new practices universally?

Do we need to have school wide practices that are expectations for all teachers re: Testing Procedures, No Assignment = 50%,

Should we be grading effort and participation in PE and CTE classes?

Are there consistent assessment practices and routines that we could employ over time to build our students competence?

How can we utilize UDL in our assessments to measure learning?

IV. Focus Group Planning

- a) We want to plan opportunities for staff, students, and families to come together in Focus Groups
 - i) From everything we've done so far, what have we learned that we want to frame questions around?

V. Planning Focus Group Meetings for January and February

VI. Closing

