

Administrative Office

EQUITABLE GRADING PRACTICES SURVEY SUMMARY 2023-2024

Thirteen school districts provided valuable insights into their approach and understanding of equitable grading practices. **Key takeaways** from the survey include:

- **Current Familiarity Levels:** The districts displayed a varied range of familiarity with equitable grading practices, with responses ranging from 2 to 5.
- **Importance of Alignment with Educational Equity:** The majority of the districts acknowledged the importance of aligning grading practices with the goal of achieving educational equity, emphasizing the need for a comprehensive approach.
- **Past Efforts in Implementation:** Some districts reported prior efforts to implement equitable grading practices, while others admitted a lack of initiatives in this area.
- **Challenges Faced:** Several obstacles hindering the implementation of equitable grading practices were identified, including mindsets, structural constraints, and a lack of consensus on what equitable grading entails.
- **Training and Resources Needed:** There was a consensus on the necessity for specific resources and professional development opportunities to facilitate a better understanding and implementation of equitable grading practices.
- **Student Focus Areas:** While the districts recognized the importance of focusing on all student populations, some emphasized the need to pay special attention to English language learners (ELLs), students with disabilities (SWDs), and marginalized communities.
- **Positive Outcomes and Successes:** Some districts reported encouraging outcomes, such as improvements in student achievement and engagement, as a result of the implementation of equitable grading practices.
- **Interest in Collaborative Workshops:** Many districts expressed an interest in collaborative workshops or training sessions, highlighting the importance of sharing experiences and best practices with other districts.

Overall, the survey underscored the complexity of implementing equitable grading practices and the need for comprehensive support, resources, and collaboration among the school districts to foster a more equitable educational environment.

