



GRADING ADVISORY TEAM UPDATE FOR THE COMMUNITY

JULY 2021

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REPORT UPDATED JULY 12, 2021

instruction, assessment and grading.” A team of educators was convened during July 2020, to determine 2020-21 grading policies for the BSD. The team discussed how the pandemic-forced closure of school buildings and virtual instruction exacerbated the inequities of traditional grading practices. Initial conversations focused on significant disproportionality in student outcomes between student groups and inconsistencies within content areas, between classrooms, and across buildings. It was clear that traditional grading practices were not serving students and have a significant impact on post-graduation. The team was motivated by State Superintendent Chris Reykdal’s challenge contained in the OSPI Guidance:

I. BACKGROUND

At the end of the school year in June 2020, a group of educators formed a summer book study group based on Joe Feldman’s *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools* (2018). Schools had been closed since mid-March and many educators were examining their grading practices in the context of remote learning. The formation of this group captured the attention of Bellevue School District (BSD) educators and over 100 participated in the study group to explore equitable grading practices. This organic movement created tremendous momentum for changes to traditional grading practices, many of which result in student grades that are not an accurate reflection of learning, are subject to teachers’ personal biases, and fail to motivate students. This momentum coincided with the June 12, 2020 publication of [OSPI’s Reopening Washington Schools 2020: District Planning Guide](#).

Districts were required to “examine how their decisions about grading policies will affect each student group and create an equitable system of

“The pandemic is a call to action for our education system to reassess our grading practices. Now is the time for school leaders and educators to make grades meaningfully aligned to fewer specific standards, combined with feedback that gives students multiple opportunities to demonstrate learning and put homework and extra credit in its proper place. Now is the time to decouple behavior and compliance activities from assessing student learning.”



A team of educators was convened during July 2020 to determine 2020-21 grading policies for the BSD.

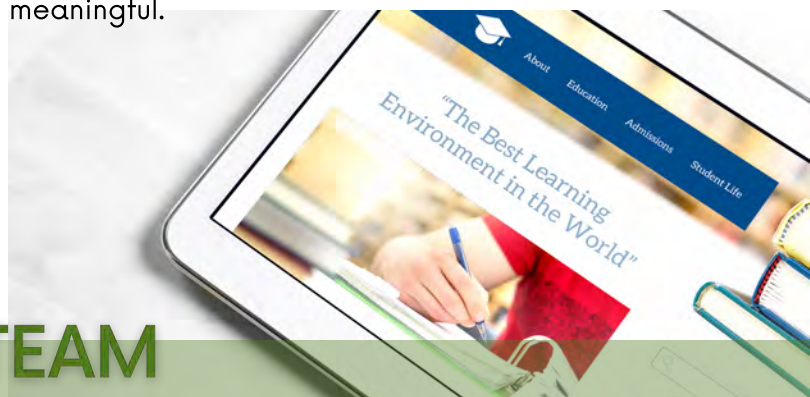


The team met regularly over the summer months and developed a comprehensive Grading Plan Proposal, which was reviewed by the district's Fall Reopening Steering Committee and the Bellevue Education Association/Bellevue School District team that negotiated the August MoU. The MoU included the following guidelines for best practices in grading for the 2020-21 school year:

- Classroom assessment is aligned to standards.
- Students are provided with multiple opportunities to demonstrate learning.
- Students can re-take and/or re-do summative assessments.
- Late work used to assess student learning is fully recognized to demonstrate proficiency.

In accordance with the conclusions of the summer grading team, the MoU also called for a team to be formed to examine deeper shifts in district grading practices and stated that the composition and membership of the team would be agreed upon through the Meet and Confer Process.

Through the Meet and Confer Process, it was agreed that the Grading Advisory Team (GAT) have representation that is reflective of the diversity of the district and that members represent different school levels, schools, content areas and programs. The GAT began meeting in early October 2020, and included representation from both middle and high school teachers, administrators, and parents. It was also decided that due to the far more significant role that grades play at the secondary level, there would be a separate process for considering changes to elementary school grading and reporting. Furthermore, it was determined that rather than have student representatives on the team, it would be more effective and authentic to include a variety of options for student participation once the team was at the place in the process where student feedback would be most meaningful.



GRADING ADVISORY TEAM

MEMBERS

Zack Daniels, Instructional Mentor

Suzanne Reeve, ITCL at Odle Middle School and Sammamish High School

Hava Rosenberg, Teacher at Bellevue High School

Amy Stern, Teacher at Highland Middle School

Abigail Horsfall, Teacher at Chinook Middle School

Susan Thomas, Principal at Highland Middle School

James Peterson, Principal at Tillicum Middle School

Jocelyn Alexander Shaw, Assistant Principal at Interlake High School

Vic Anderson, Principal at Bellevue High School

Melissa Lloyd, Parent

Matt Roberts, Parent

Melissa Richardson, Parent

Caroline Titan, Equity Specialist

Simone Hamilton, Equity Specialist

ADVISORS

John Harrison, Chief of Staff

Naomi Calvo, Director of Research, Evaluation and Assessment

Tom Duenwald, Director of Educational Technology

INTEREST-BASED STRATEGIES

PROCESS FACILITATORS

Alexa Allman, Director of Human Relations

Michele Miller, Recruitment and Retention, Leadership Development, and Facilitation Specialist



II. OVERVIEW – WHAT HAS BEEN ACCOMPLISHED SO FAR

What follows is a high-level summary of what the GAT has achieved this year (2020-21):

- Used the Interest-based Strategies process to engage team members in describing the aspects of the grading challenges in BSD and brainstorming potential options.
- Developed a proposal to change middle and high school semester (final) grades for the current school year, including:
 - Replace "F" grades with an "NC" for high school credit classes and "NE" for non-credit middle school courses. An "NC" grade would not generate credit and would not impact the GPA.
 - Students can request a "P" designation instead of the grade assigned by the teacher for "B" and "C" grades. "D" grades are automatically converted to "P."
- Began the process to define "what a high-quality equitable grading system that accurately reflects learning" looks like, including:
 - Developed a data-informed understanding of the current state of grades in the BSD
 - Developed a draft Rationale for Changing Grading Practices statement
 - Created a draft Purpose of Grades statement
 - Defined a draft Philosophy of Grading
- Gathered feedback from students and staff on the implementation of the four grading practices outlined in the August MoU.
- Defined next steps for continuing the work in 2021-22.


This report explain in more detail the progress of the GAT to date, as well as the plans for the continuation of this important work into summer and fall 2021. Section III describes the role and charge of the GAT; Section IV explains the changes to grading that were implemented this school year. Sections V, VI and VII explain the current state of the work, while Section VIII outlines the next steps for the work, where broad stakeholder engagement is planned to ensure the participation of students, staff and families.

III. ROLE AND CHARGE OF THE GRADING ADVISORY TEAM

The charge of the team is to work with educators, students, and families to develop recommendations for a district-wide grading plan by May 2021. Although the timing was adjusted as described in Section V, the team's mission continues to be to gather input from relevant stakeholders, collect data on assessment and grading, review research on best practices to build shared understanding of what a better system will look like, and make recommendations to the District. It is anticipated that these recommendations will be implemented over a two to three year period.

It was determined through the Meet and Confer process that the team would use the Interest Based Strategies (IBS) approach. An essential question was developed to guide the process: "What does a high-quality equitable grading system that accurately reflects learning look like?"

The first phase of the IBS process is the "story," where the team examined the essential question from the perspectives of all team members. All voices were heard and there was no evaluation of input provided. Contradictory statements were allowable and encouraged to provide for individual perspectives. The second phase is "interests," where participants explored their motivations for answering the essential question, in an effort to answer the "why" of doing this work. The third phase is "options," where the group considered designs for how to solve the problem posed by the essential question. During this free flow of ideas,



The charge of the team is to work with educators, students, and families to develop recommendations for a district-wide grading plan.



all suggestions were considered regardless of impracticality or negative reaction. All suggestions were taken into consideration to allow for greater creativity. The IBS process was concluded in mid-March 2021 with the completion of the options phase. Appendix 1 lists the options developed by the group. At this time, a smaller Core Team, which was a subset of the full Grading Advisory Team, began the next phase described below in Section V.

IV. CHANGES TO GRADING 2020-21

As referenced in the background section above, the following four best grading practices were implemented for the 2020-21 school year:

- Classroom assessment is aligned to standards.
- Students are provided with multiple opportunities to demonstrate learning.
- Students can re-take and/or re-do summative assessments.
- Late work used to assess student learning is fully recognized to demonstrate proficiency.

Although the advisory team's charge is focused on BSD grading practices for the long-term, throughout the second quarter it became increasingly clear that it was important to consider potential short-term changes to grades due to continued remote learning during the COVID pandemic. During its December meetings, the team discussed and developed various options for first semester/second quarter grades designed to mitigate the impact of continued remote learning. The options included:

- Replacing "F" grades with an "NC" for high school credit classes and "NE" for non-credit middle school courses. An "NC" grade would not generate credit but would not impact the GPA.
- Keeping the current numerical grading scale for A-D grades and replacing "F" grades with an "I" for high school credit classes and "NE" for non-credit middle school courses.

Four best grading practices were implemented for the 2020-21 school year:

Classroom assessment is aligned to standards.

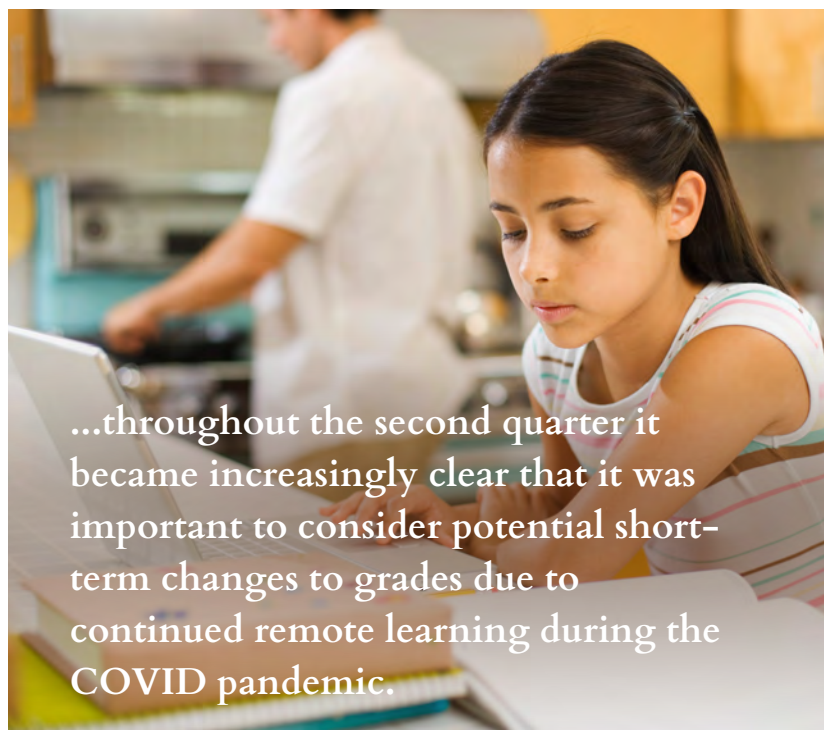
Students are provided with multiple opportunities to demonstrate learning.

Students can re-take and/or re-do summative assessments.

Late work used to assess student learning is fully recognized to demonstrate proficiency.

- Providing the opportunity for students to request a "P" designation instead of the grade assigned by the teacher.

These options were discussed through the Meet and Confer process and ultimately the Superintendent's Executive Team decided to implement changes based on the options above for semester one (mid-year) and second-semester (end-of-year) grades. Information on changes to grades for 2020-21 was posted on the grading page on the BSD website and updated for each reporting period.



...throughout the second quarter it became increasingly clear that it was important to consider potential short-term changes to grades due to continued remote learning during the COVID pandemic.

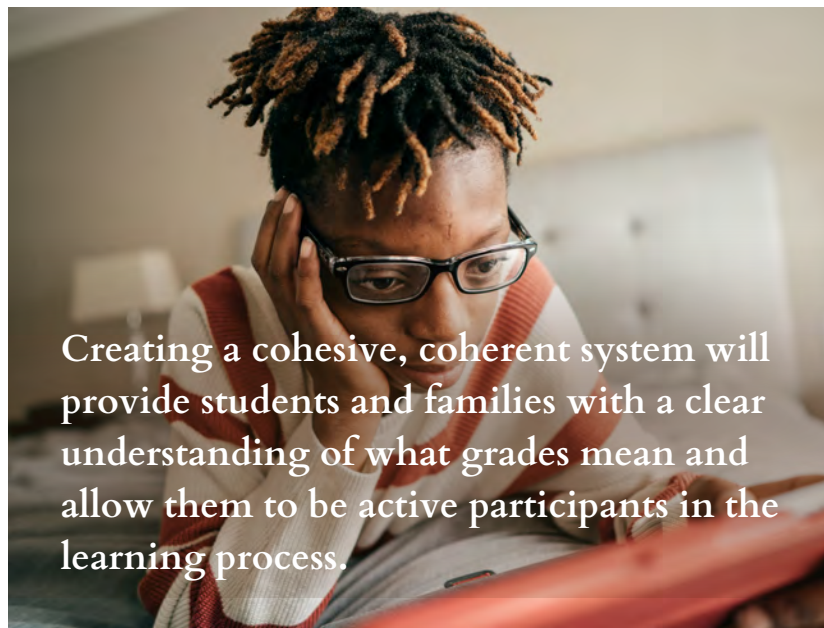
V. CURRENT STATUS

In early March 2021, a smaller Core Team (subset of the Grading Advisory Team) began compiling initial option designs and determining next steps, including data collection and analysis, review of research on best practices, and research on implementation of best practices in other districts. As indicated above, the original timeline for completion of this phase was May 2021. When the Core Team began to meet, it quickly recognized the challenges inherent in meeting this timeline based on the following considerations:

- The timeline was ambitious for district-wide grading recommendations, even under the best possible conditions.
- The IBS process was particularly challenging in the virtual setting and took longer than anticipated.
- The Governor's emergency proclamation on March 15, 2021, shifted even greater focus to planning for students' return to school.
- Students, staff, and families were experiencing fatigue, and there was low capacity for additional issues, topics, or planning.

The Core Team has met regularly since mid-March 2021 and developed the following products that were shared with the full GAT on May 12, 2021.

- Draft Rationale, Purpose and Philosophy statements (See Section VI)
- Compilation of Research, Best Practice and Experience of Other Districts (Appendices)
- Initial Feedback (See Section VII)
- Preliminary Recommendations (Section VIII)
- Proposed Stakeholder Engagement for the Fall (See Section IX)



Creating a cohesive, coherent system will provide students and families with a clear understanding of what grades mean and allow them to be active participants in the learning process.

VI. DRAFT RATIONALE, PURPOSE AND PHILOSOPHY STATEMENTS

Note that these statements are drafts and will evolve based on stakeholder feedback.

Draft Rationale for Changing Grading Practices: The GAT will be proposing changes to current grading practices to provide a high quality, equitable grading system that accurately reflects student learning, is resistant to bias and is motivational for students. Creating a cohesive, coherent system will provide students and families with a clear understanding of what grades mean and allow them to be active participants in the learning process. Providing educators with appropriate tools, training, and support to implement our recommendations will ensure implementation with fidelity.

Draft Purpose of Grades: The purpose of grades is to describe students' learning progress based on grade level content standards to inform students, parents, and others about learning success and to guide improvement when needed.

Draft Philosophy of Grading: Grading should reflect student learning and achievement of learning expectations aligned to grade level content standards with fairness; deliberately minimizing subjectivity, bias, and inconsistency; and recognizing



achievement as independent of social context and culture. Grading practices should be consistent by grade level or content teaching teams, using a combination of statistical evidence and professional judgement along with reliability, relevance, fairness, and manageability. There should be a balance of formative and summative forms of assessment that

provide multiple opportunities and a variety of methods to demonstrate learning and proficiency. Implementing global best practices with current research and professional development to support curricular goals and encourage good teaching is the priority.

VII. INITIAL FEEDBACK (JUNE 2021)

Although limited time did not allow for broad stakeholder engagement this spring, the Core Team solicited feedback that centered on the student and teacher experience. Approximately 2,000 students were provided the opportunity to complete a survey related to the student experience with three of the four evidence-based best grading practices that were implemented in the BSD this current school year:

- Students are provided with multiple opportunities to demonstrate learning
- Students can re-take and/or re-do summative assessments
- Late work used to assess student learning is fully recognized to demonstrate proficiency

The survey window was Monday, June 7 through Friday, June 11. Twenty eight teachers across nine schools were asked to send the survey to all their students. 1,608 responses were received. Key findings including the demographic characteristics of respondents are shown in Appendix 2.

QUESTIONS	MS	HS	TOTAL
How many of your teachers accept late work for full credit? (% 4 or more teachers)	70%	65%	67%
Would you recommend that teachers accept late work for full credit? (% "Yes")	78%	86%	83%
How many of your teachers offer different ways for you to show what you have learned? (% 4 or more teachers)	64%	58%	60%
Would you recommend that teachers offer students different ways to show what they have learned? (% "Yes")	78%	81%	80%
How many of your teachers allow you to redo tests and major assignments, if needed? (% 4 or more teachers)	62%	48%	53%
Would you recommend that teachers allow students to redo tests and major assignments? (% "Yes")	86%	93%	90%



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All secondary teachers were provided with the opportunity to complete a survey related to the teacher experience with the four evidence-based grading practices that were implemented in the BSD this current school year. The survey window for teachers was Monday, June 14 through Monday, June 21. We received 250 responses, a response rate of about 55 percent Schools at which respondents teach and main findings are summarized below and displayed in more detail in Appendix 5.

QUESTION: ALIGNING CLASS ASSESSMENTS TO STANDARDS

	VERY CLOSELY	SOMEWHAT	NOT ALIGNED	NOT SURE
This year (2020-21), how closely were your class assessments aligned to the content and/or skill standards for your discipline?	70%	27%	2%	2%

QUESTION: ACCEPTING LATE WORK FOR CREDIT

	HOMEWORK/ CLASSWORK <small>OTHER MAJOR ASSIGNMENTS</small>	PROJECTS	QUIZZES	TESTS	OTHER	NOT ACCEPTED <small>NONE OF THESE</small>
Which of the following do you allow students to complete/turn in late for up to full credit?*	83%	74%	73%	72%	19%	9%

QUESTION: RE-DOING ASSESSMENTS & ASSIGNMENTS

SURVEY QUESTIONS CLARIFIED THIS INCLUDES TAKING A DIFFERENT VERSION OF THE ASSESSMENT OVER THE SAME CONTENT

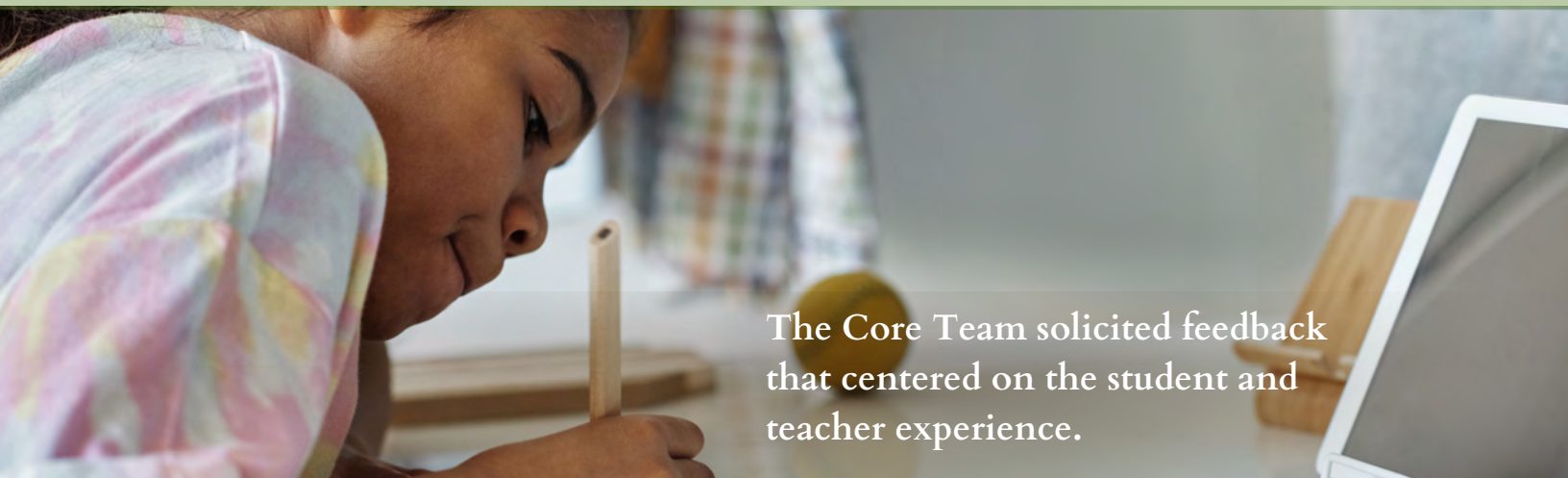
Which of the following do you allow students to redo or retake for up to full credit?*	57%	65%	69%	72%	22%	9%*
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*Up to full credit" refers to the grading practice of not penalizing student work solely due to late submission.

QUESTION: MULTIPLE WAYS TO SHOW LEARNING

	EVERY UNIT	SOME UNITS	1-2X/SEMESTER	NEVER
How frequently do you offer different graded ways for your students to show what they have learned about the same topic (e.g., tests/quizzes, oral discussions, projects, performances, etc.)?	42%	40%	12%	5%

It is anticipated that both the student and the teacher survey results will inform future teacher professional development and the continued work of the GAT.



The Core Team solicited feedback that centered on the student and teacher experience.



VIII. PRELIMINARY RECOMMENDATIONS

Recommendation One: As the August MoU will expire on June 30, it is recommended that the District continue the implementation of the following four best practices in grading:

- Classroom assessment is aligned to standards.
- Students are provided with multiple opportunities to demonstrate learning.
- Students can re-take and/or re-do summative assessments.
- Late work used to assess student learning is fully recognized to demonstrate proficiency.

Recommendation Two: Develop a Professional Learning Plan for equitable grading practices based on the four grading practices implemented in 2020-21.

Recommendation Three: As the August MoU will expire on June 30, it is recommended that the Superintendent or designee appoint a core design team and team leader to complete the next phases of the work as defined in Section VIII above. The Superintendent or designee should consider maintaining continuity of membership from the 2020-21 Core Team (subset of the Grading Advisory Team) and providing the support that will be necessary for the completion of a district-wide plan for equitable grading by January 2022.

Recommendation Four: It is recommended that the larger Grading Advisory Team remain intact, and that members continue to serve as an advisory body for the core design team throughout the final phases of the work. If original members choose not to serve, new members will be selected to represent their stakeholder group.

IX. NEXT STEPS

July- August 2021

- Develop professional learning opportunities for the four evidence-based practices implemented in 2020-21
- Develop a stakeholder engagement plan to provide feedback on the Purpose of Grades and Philosophy of Grading

September-October 2021

- Gather feedback from students, teachers, families on the Purpose of Grades and Philosophy of Grading

November – December 2021

- Develop draft recommendations using stakeholder feedback
- Develop and implement a plan to gather feedback from students, staff, and families on draft options/recommendations
- Develop implementation plan for district-wide grading changes, with input from Executive Leadership Team and BEA leadership

January 2022

- Finalize recommendations based on stakeholder feedback
- Finalize implementation plan



It is recommended that the larger Grading Advisory Team remain intact, and that members continue to serve as an advisory body for the core design team throughout the final phases of the work.



APPENDIX 1: OPTIONS

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Appendix 1 - Options

What does a **high-quality, equitable** grading system that accurately **reflects learning** look like?

1. Add a minimum grading floor (50%)
2. Grades based on set learning standards
3. Smaller # of grading categories with a larger range (would be for whatever is chosen - NI, G, Ex. or 1-3 or whatever)
4. Equal interval grading scale (each letter grade occupies the same amount of space)
5. Standards based progress report card for middle school students (a blend from elementary to HS)
6. Consistent implementation across each classroom, building and across classes (ex. AP calc at one building to another)
7. Time to collaborate with others teaching the same course about grading
8. Clear set of definition of terms used in the options (ex: P, NC, I, rubric - # or code or mastery)
9. Use definitions to prevent bias grading
10. Grades are based on learning; therefore, deadlines cannot affect a grade if the skill is shown

1. Transcript that is based on best practice - use something that has already been established (ex. Higher ed, community, literature)
2. Adopt 1 traditional grade scale (0-100) and 1 standards-based grade scale (0-4) (Story: Currently 3 SB scales, traditional grade scales)
3. Consistency in what accounts for a grade - weighted categories by content area and appropriate levels. (checks for understanding, assessment). Interest: If a student transfers they are not experiencing something different.
4. True Professional Development - deep education for educators (shifting philosophy, clear communication with families, education for students)
5. Checks and balances of power when it comes to grading - who has the power and who does not (ex - kids and families have advocates - supports, representatives)
6. Provide multiple methods of communication to students and families - multiple languages, info session, workshop
7. New grading system/scale is communicated to the staff and community/families multiple school months before implementation (Ex. OneNote learning on laptops in April)
8. Late work is accepted - multiple attempts to redo assignments and tests
9. Each child has the potential to succeed; eliminate the curve
10. Clearly define what we expect to accomplish with metrics that will be used to evaluate whether we have the desired results - equitable, accurate, and connect with preparing future creators of the world. Grading change is supporting what we hope to accomplish.

1. Gradual transition between elementary methods and high school credit grading methods (MS bridges the gap)
2. Clear implementation plan including timelines
3. Replace an "F" grade that indicates "no credit"
4. Co-create skills standards and major assessments with students and families so they are relevant from a linguistic, cultural, racial and community perspective
5. Accountability and responsibility that does not overwhelmingly or inequitably fall on students and families
6. Communication with and to students and families – outbound, so the weight does not fall on them to discern what Synergy means or progress of student (For advocacy and communication and

reconciling difference in opinion on the grade. esp. if bias did play out in how the grade was given. and transparency of the process, definitions, and what the timelines are too for students/parents)

7. Some teachers do not weight the categories the same. Create recommendations for weights within the categories that determine the grade that are equitable.
8. A grading system that marks the overall as "Incomplete" if there are standards that have not been attempted but taught
9. A grade that is based on actual learning - the grade identifies gaps, + identify and create supports to address gaps (to address what was not mastered)
10. Appropriate grading scale middle v. high school (credit-bearing courses)

1. Perception of effort or compliance cannot affect academic or skill grade
2. Space provided for students to learn and redo assignments before the school busses leave
3. Grades are only based on content proficiency - (not attitude, effort, extra credit, nice to the teacher, etc.)
4. Eliminate the 100 point grading scale
5. Communication and learning for our communities and parents: in benefit to the students
6. Space within the school day for advisory and homeroom to do work, re-do work, built in MTSS component
7. Offer a safe and equitable appeals process
8. Middle school classes narrative only, no grades (ex. Paragraphs)
9. Communications re: re-take for consistency - max grade? Has it been communicated?
10. Reporting behaviors separately from academics - 2 separate grades or categories on a report card

1. Separate place for other skills - study skills and work habits (soft-skills) - not a grade; place on progress report where teachers could identify where a student is doing on the skills vs. including them in the grade
2. Accommodate 504 and IEP plans
3. Consistent definition of the points on the grading scale mean qualitatively (ex. 90% is at standard..., or #s -what they mean)
4. Any standards based scale allows for students to exceed standard - clear path explanation, understand how one achieves "exceeds standards" - needs to be defined
5. Clear process for credit recovery not limited to summer
6. Students are entitled to and have wide access to an assessment advocate or grading advocate independent of the union that acts in the best interest and represents the student and their family.
7. No curving
8. Accountability for correct implementation of the system
9. Review for consistency (internal review; teachers can review how they are applying the standard - consistency and learning among the teachers)
10. Clear explanation of how college in the HS fit in our process and technology impacts (ex. If we decide to report grades in a different way)

1. Before a proposal is approved, need to look at how it would impact all the courses we teach - band, PE, college in the HS, AP, WANIC, etc.
2. Ways to accommodate MLL students; they are not penalized for not being proficient in English
3. Develop a robust set of resources including human resources (people they can go to master grader)
4. Consistent opportunities at each secondary school - ex. College in the HS opportunities

5. Identify schools or districts that have relevant or similar demographics that have implemented a version of what we are doing - checking progress on our goals and what we are trying to make progress on
6. Institute a required re-take policy; re-takes does not mean they have to re-take the whole test again; everyone has the opportunity
7. Create a data analysis feedback loop to help teachers identify where there are areas of improved as it relates to equity in their grading practices - what's working and what can be improved
8. Policy on re-takes and using best scores
9. Team grading in team-taught classrooms
10. Subject to ongoing Feasibility analysis with levers that allow for equitable outcomes

11. Teacher professional judgment plays a role in grade decisions.
12. assessment data builds continuously throughout the year
13. report MS grades by semester, not separately each quarter
14. Designating credit-bearing courses as a Jr or Sr course
15. No extra credit that calculates into the grade



APPENDIX 2: STUDENT SURVEY RESULTS

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Student Grading Survey Results

Survey administration and sample: We surveyed secondary students in early June 2021 to gather feedback on their experiences with three equitable grading practices that are visible to students (accepting late work for up to full credit, offering multiple ways to demonstrate understanding, and allowing re-dos or re-takes of assessments and major assignments). Because of the short time remaining in the school year and potential survey fatigue from other district surveys, the team sampled secondary students instead of sending the survey to all. 28 teachers across nine schools, representing a range of Advanced Learning, Traditional, Special Education, and MLL classes, were asked to send the survey to all their students*. We received 1,608 responses. The demographic characteristics of respondents are shown in Table A. Main findings are summarized below and results are displayed in more detail in Table B.

*The sampling method attempted to represent a range of student experiences. However, as shown in the demographic tables, some groups are overrepresented, and some are underrepresented in the data compared to the BSD population as a whole.

Summary Table

Questions	MS	HS	Total
How many of your teachers accept late work for full credit? (% 4 or more teachers)	70%	65%	67%
Would you recommend that teachers accept late work for full credit? (% "Yes")	78%	86%	83%
How many of your teachers offer different ways for you to show what you have learned? (% 4 or more teachers)	64%	58%	60%
Would you recommend that teachers offer students different ways to show what they have learned? (% "Yes")	78%	81%	80%
How many of your teachers allow you to redo tests and major assignments, if needed? (% 4 or more teachers)	62%	48%	53%
Would you recommend that teachers allow students to redo tests and major assignments? (% "Yes")	86%	93%	90%

Student Comments

Open-ended student comments were analyzed to pull out common themes. Sample student responses are shown for each theme.

Accepting Late Work

Themes – Late Work (top 3, most common first)	Student responses related to the themes
Teachers should accept late work with no penalty; it reduces students' stress and helps them focus on learning the material.	<i>"Makes the class less stressful and I feel I can give a well thought assignment if I have the extra time."</i>
Teachers should accept late work, but with some limits - within a certain time period, or docking a small amount of credit.	<i>"I think that some degree of leniency is good, but there should be a limit for how late it can be/how many late assignments there can be."</i>

Teachers should not accept late work for credit, because it encourages procrastination and isn't fair to students who do work on time.	<i>"It can be good for some reasons but also might encourage procrastination."</i>
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Multiple ways to show learning

Themes (top 3, most common first)	Student responses related to the themes
Teachers should offer students multiple ways to show their learning because students have different strengths and some students struggle on tests.	<i>"People learn in different ways and while they may know the material, they might not know how to organize their thoughts and put it on paper."</i>
Teachers should offer students multiple ways to show their learning because it improves student learning and is more fun/engaging.	<i>"We learn more when we do it in ways that we choose and enjoy."</i>
Whether to use multiple assessment methods depends on the situation/class.	<i>"It depends on what these extra ways are and how they're executed."</i>

Re-doing Assessments & Assignments (this includes taking a different version of the assessment over the same content)

Themes (top 3, most common first)	Student responses related to the themes
Teachers should allow redos/retakes because it helps students to learn the material.	<i>"It gives us a chance to fully understand the course material and allows us to grow from our mistakes."</i>
Teachers should allow redos/retakes, but with some limits (corrections instead of redos, some grade penalty, certain tests/assignments exempted).	<i>"Yes [I would recommend this practice], but up to a certain point since unlimited redos would become bad."</i>
Teachers should allow redos/retakes because students can improve their grades.	<i>"It gives students a second chance to fully comprehend and show their knowledge on a subject as well as improve their grade."</i>

Grading Experiences and Recommendations

Students were asked three open-ended questions about grading this year:

1. Think about your experience this school year (2020-21) and any teacher(s) who you think did an excellent job with grading. What did they do that was helpful or different? How did their approach to grading support you, as a student?
2. What did you not like about grading this year? How did this affect you as a student?
3. A helpful change related to grading that teachers could make is...

The main themes from student responses are summarized in the table below.

General Themes (in no specific order)	
<u>Teachers' grading choices that students found helpful:</u>	
<ul style="list-style-type: none"> • accepting late work • chances to re-take/re-do or correct assessments • giving clear feedback about how to improve • communicating grading policies and rubrics clearly • being flexible with student needs • grading work quickly 	
<u>Teachers' grading choices that students did not like:</u>	
<ul style="list-style-type: none"> • no chance to re-take/re-do assessments or turn in late work • too much work assigned • lack of clear communication about due dates and grading policies • teachers slow to grade work or update gradebook • different grading systems and scales in different classes • 1-4 grade scale was hard to understand and made it harder to get an A • course grade dependent on just a few assignments/assessments 	

TABLE A: DEMOGRAPHIC CHARACTERISTICS OF SURVEY RESPONDENTS

Characteristics		#	%
Total	Total	1608	100%
School Level	Middle School	606	38%
	High School	1002	62%
Grade Level	6th grade	138	9%
	7th grade	96	6%
	8th grade	372	23%
	9th grade	254	16%
	10th grade	323	20%
	11th grade	243	15%
	12th grade	182	11%
School	Bellevue HS	375	23%
	Chinook	2	0%
	Highland	226	14%
	Interlake	444	28%
	International	63	4%
	Newport HS	45	3%
	Odle	124	8%
	Sammamish	82	5%
	Tillicum	150	9%
	Transition Program	2	0%
	Tyee	95	6%
	Fully remote model	464	29%

Instructional Mode	Hybrid model	865	54%
Race/Ethnicity	American Indian/Alaskan Native	9	1%
	Asian	562	35%
	Black/African American	42	3%
	Hispanic/Latino	137	9%
	Multiracial	128	8%
	Native Hawaiian or other Pacific Islander	9	1%
	White	403	25%
	Missing (<i>question was skipped</i>)	318	20%
Program Participation	Special Education	28	2%
	English language learner (ELL) services	27	2%
	Dual language or language immersion program	159	10%
	Advanced Learning	379	24%
	I do not participate in any of these programs or services	547	34%
	I don't know if I participate in any of these programs or services	221	14%
	Missing (<i>question was skipped</i>)	1387	86%

TABLE B: SURVEY RESULTS

Accepting Late Work for Credit

How many of your teachers accept late work for full credit?

Response	MS	HS	Total	# Responses
0-1 teachers	6%	7%	7%	101
2-3 teachers	24%	27%	26%	404
4-5 teachers	27%	39%	34%	528
6-7 teachers	44%	27%	33%	512
Grand Total	100%	100%	100%	1545
4 or more teachers	70%	65%	67%	

Would you recommend that teachers accept late work for full credit?

Response	MS	HS	Total	# Responses
No	7%	5%	6%	86
Yes	78%	86%	83%	1280
I'm not sure	15%	10%	12%	178
Grand Total	100%	100%	100%	1544

Multiple Ways to Show Learning

How many of your teachers offer different ways for you to show what you have learned?

Response	MS	HS	Total	# Responses
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0-1 teachers	7%	10%	9%	135
2-3 teachers	29%	32%	31%	465
4-5 teachers	40%	40%	40%	607
6-7 teachers	25%	18%	20%	308
Grand Total	100%	100%	100%	1515
4 or more teachers	64%	58%	60%	

Would you recommend that teachers offer students different ways to show what they have learned?

Response	MS	HS	Total	# Responses
No	5%	4%	4%	64
Yes	78%	81%	80%	1207
I'm not sure	17%	15%	16%	241
Grand Total	100%	100%	100%	1512

Redoing Tests/Assignments

How many of your teachers allow you to redo* tests and major assignments, if needed?

Response	MS	HS	Total	# Responses
0-1 teachers	9%	11%	11%	157
2-3 teachers	29%	41%	36%	542
4-5 teachers	34%	31%	32%	478
6-7 teachers	29%	17%	21%	317
Grand Total	100%	100%	100%	1494
4 or more teachers	62%	48%	53%	

Would you recommend that teachers allow students to redo tests and major assignments?

Response	MS	HS	Total	# Responses
No	4%	1%	2%	35
Yes	86%	93%	90%	1352
I'm not sure	10%	6%	7%	107
Grand Total	100%	100%	100%	1494



APPENDIX 3: FIRST SEMESTER 2021 GRADE ANALYSIS

GRADING ADVISORY TEAM UPDATE FOR THE COMMUNITY

JULY 2021

Bellevue School District Grade Analysis

February 2021

Purpose: The following document is an analysis of the impact of COVID-19 and remote learning on student grades for the first semester of the current school year. The 2020-21 school year began with all students in remote learning. As the school year progressed, increasing numbers of students at the secondary level began to receive some in-person services. A range of opportunities were provided including IEP related services, internet cafes for those without a consistent connection or lack of space to attend remote classes, language acquisition by MLL facilitators, and providing of general academic support for students struggling with on-line learning. Data Leads and MTSS Teams in each school building tracked: attendance, *Teams* usage, and grades to identify students who would benefit from these in-person supports. Additionally, mental health supports have increased including access to counselors in in-person settings. Students also received various remote support through teachers, counselors, para-educators, GSA's, and other school staff to meet academic needs, basic needs, and technological needs.

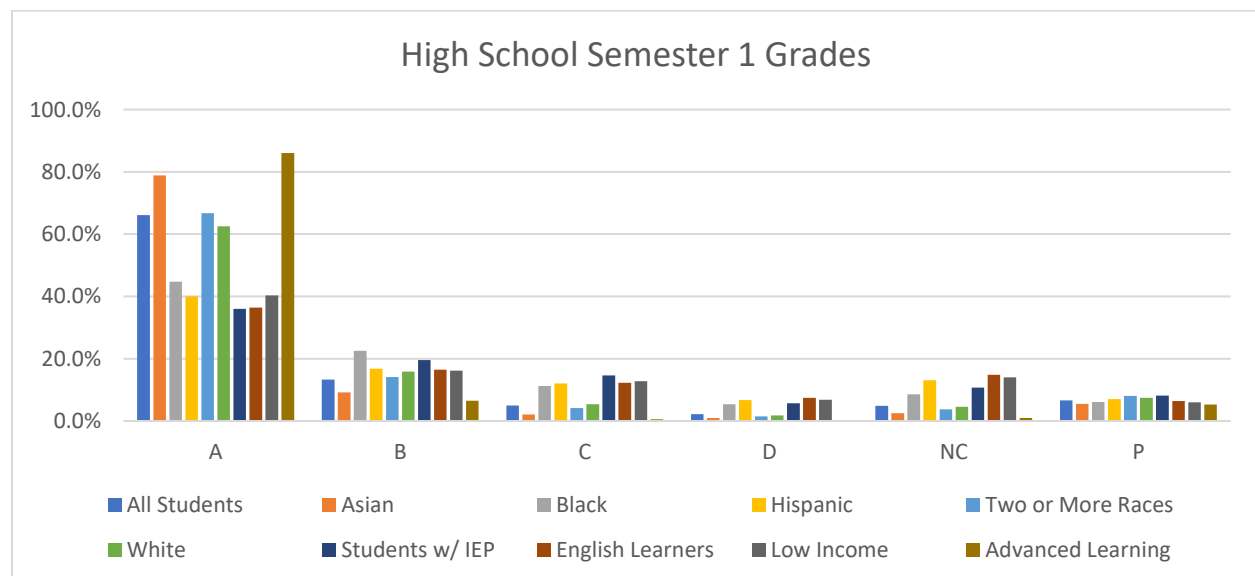
SECTION 1 – SEMESTER 1 GRADES

Grade distribution historically has not been consistent across different demographic subgroups of students. The information below shows the current disproportionality of grade distribution and will provide historical context to analyze the impact of remote learning and if it led to greater or less disproportionality. This initial portion of this report will provide differentiated grade data for high school students and middle school students

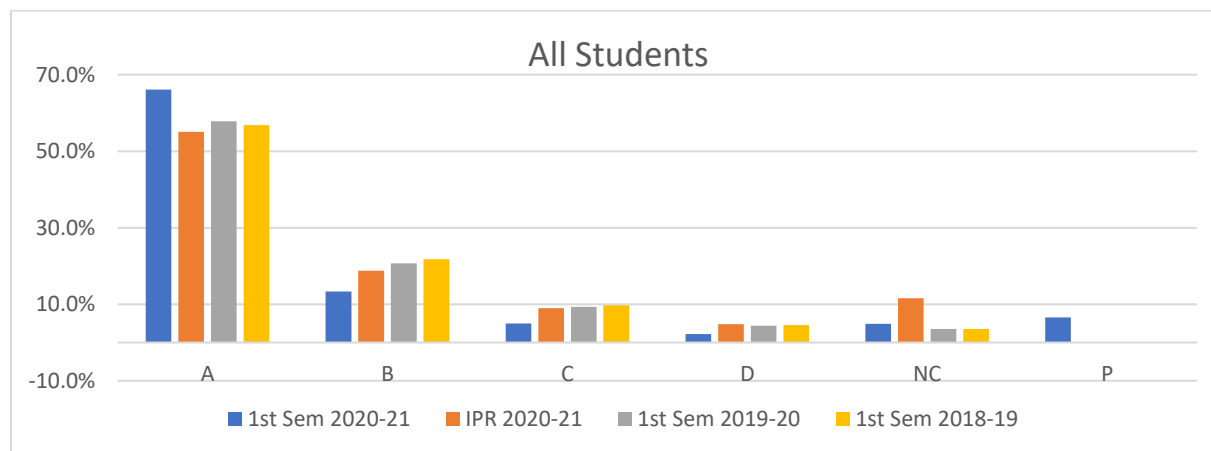
HIGH SCHOOL

Graph 1: Shows a comparative proportion of grades by race/ethnic subgroups, specific school programs, and students who qualify for the Free/Reduced lunch program.

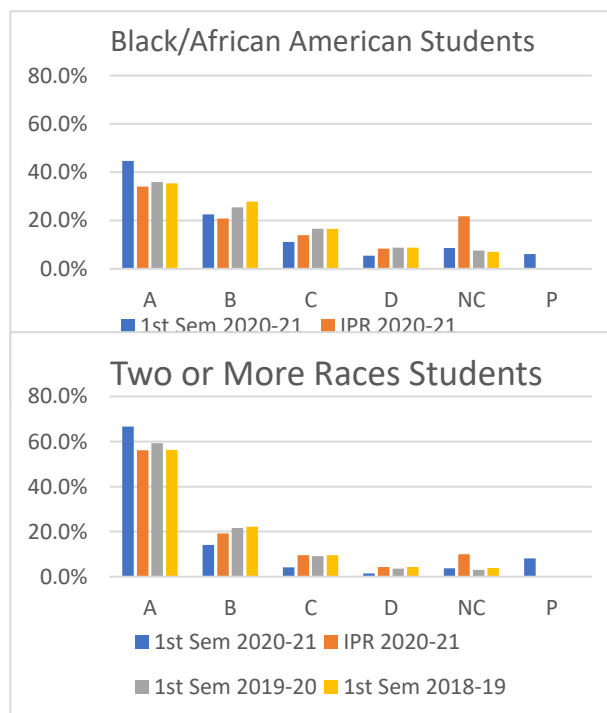
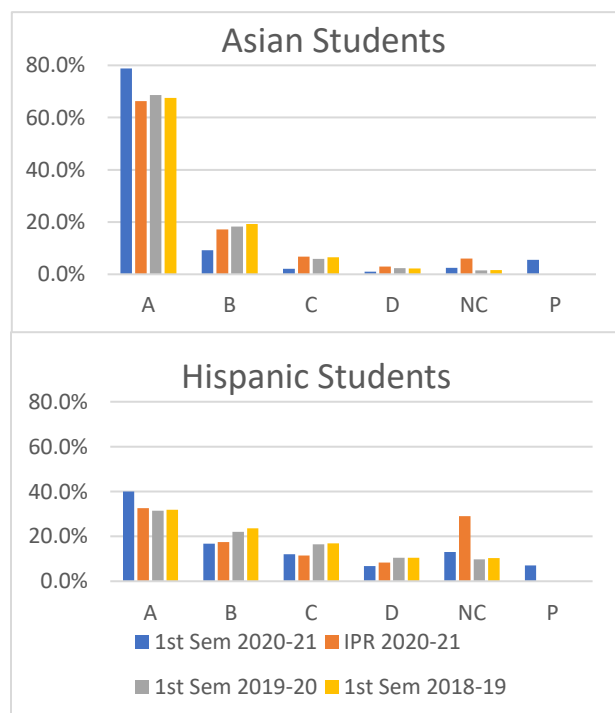
Significant variability exists between racial/ethnic subgroups in the A category with a gap of 38% between the highest and lowest groups. F grades were replaced with NC (no credit) for semester marks. The range of percentages in the F category was from a high of 13.1% to a low of 2.5% with an overall rate of 4.9%. One mitigation measure employed by the district was an allowance for students to opt for a P or "pass" to replace a B, C or D grade. Between racial subgroups, the percentages for the use of the P grade was less variable ranging from 5.5% to 8.1% with an overall rate of 6.6%.

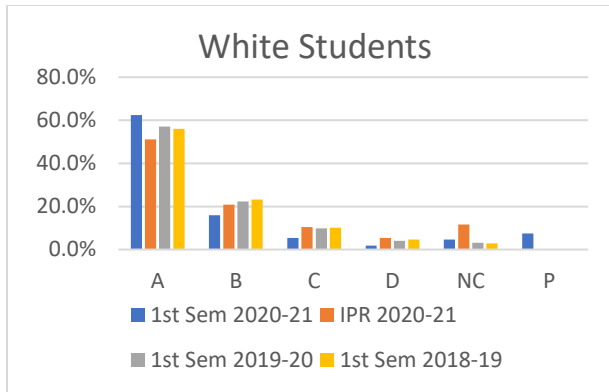


Graph 2: Below is a historical comparison for all students with the prior two school years semester 1 grades data for comparison. Individual Progress Report (IPR) data is also provided as a measure of progress from their November 30, 2020 posting date. The percentage of A grades rose by 11% from the IPR and was about 9-10% higher than previous years. NC/F grades were about 1.4% higher than prior years and reduced by over half from the IPR reporting date. As one grade band increase others must decrease, thus it is challenging to compare B, C and D grades. This issue is compounded with the use of the P grade. How the P grade was used by students and which student will be addressed later in this report.

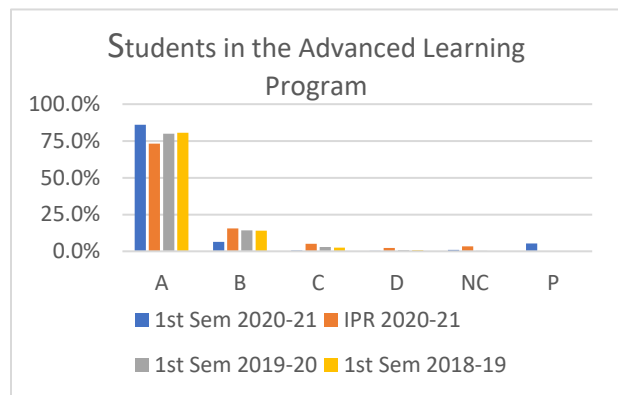
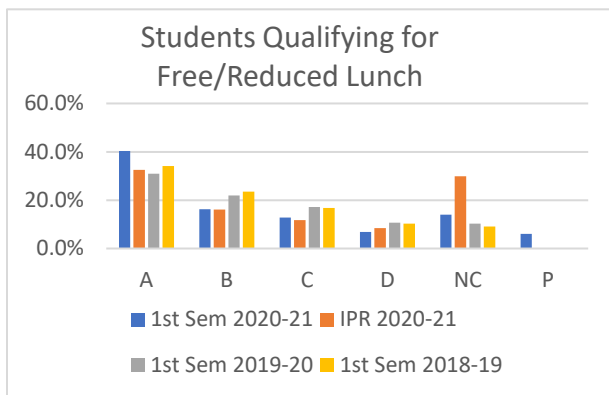
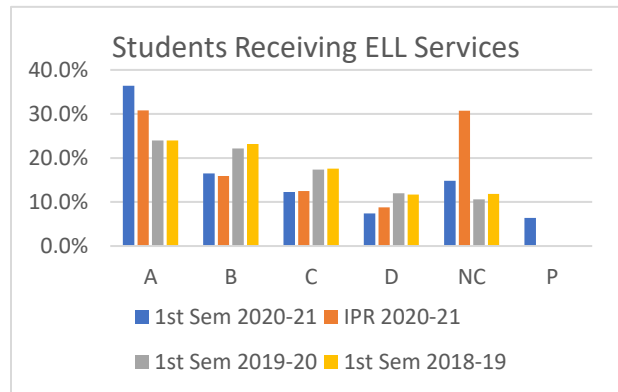
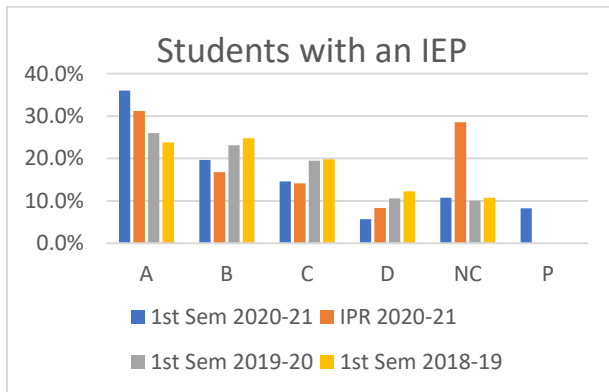


Graph 3 Series: The following series of graphs show the percentage of grades for the all identified subgroups. All racial/ethnic subgroups experienced more first semester A grades than the prior two school years. NC grades were closely aligned to the prior year's F grades.



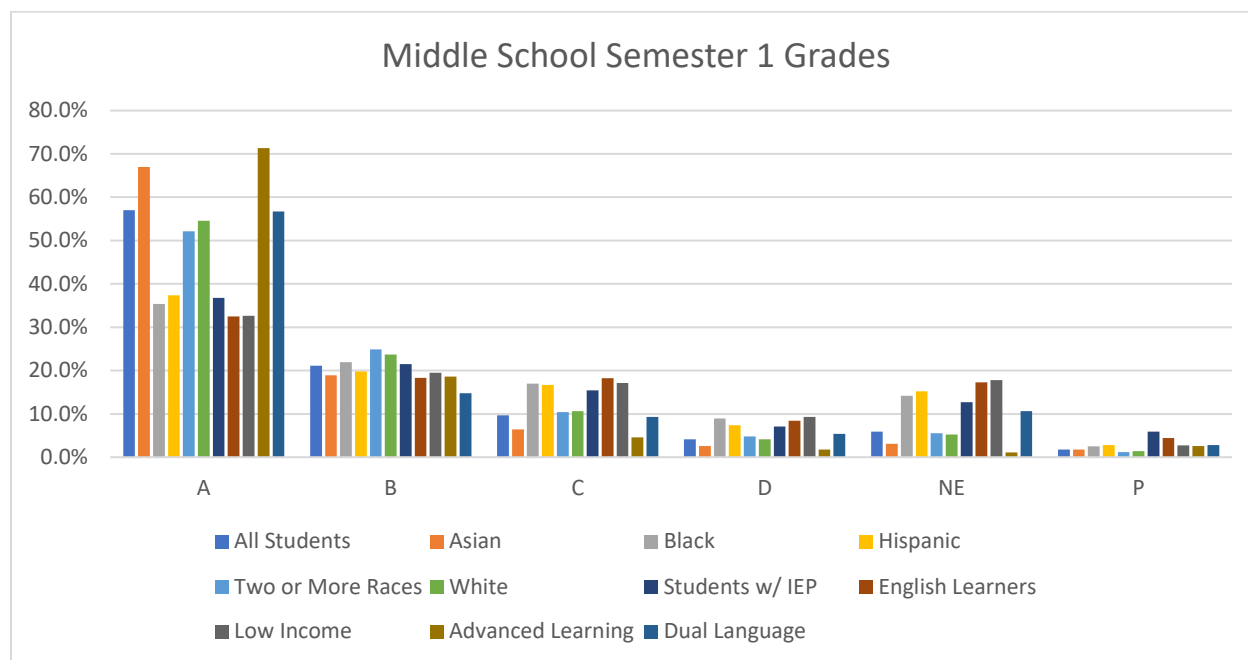


Graph 4 Series: This series of graphs below, show students served by various programs or qualifying for the Free/Reduced Lunch program. Each of these subgroups had a higher percentage of A grades than in the prior two-year comparative first semesters. NC grades were 3% higher for students receiving ELL services and 4% higher for students who qualify for the Free/Reduced Lunch program. A significant decrease took place for all the subgroups in NC/F grades since the November 30th IPR's.

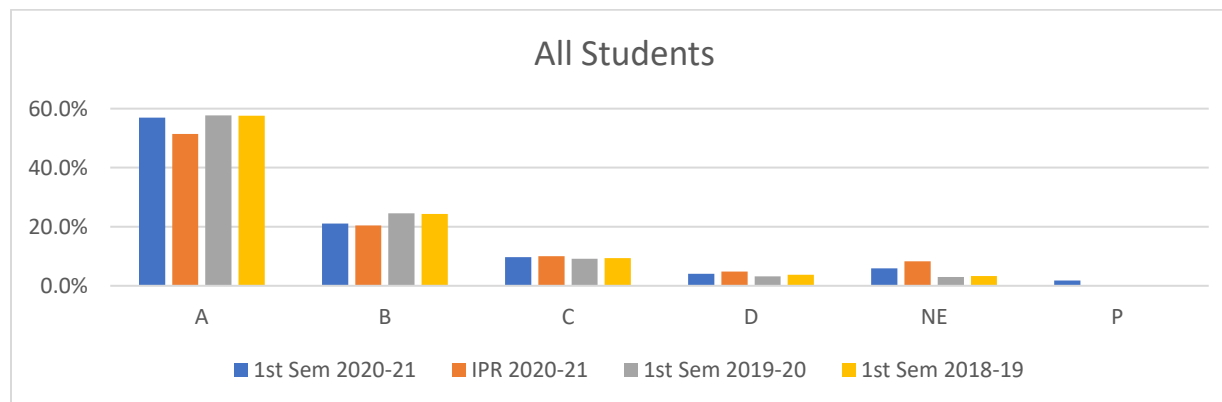


MIDDLE SCHOOL

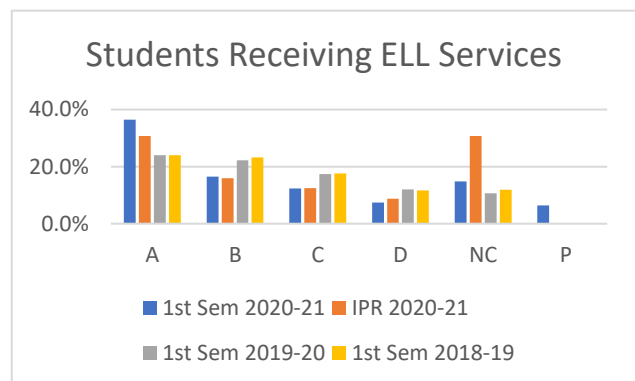
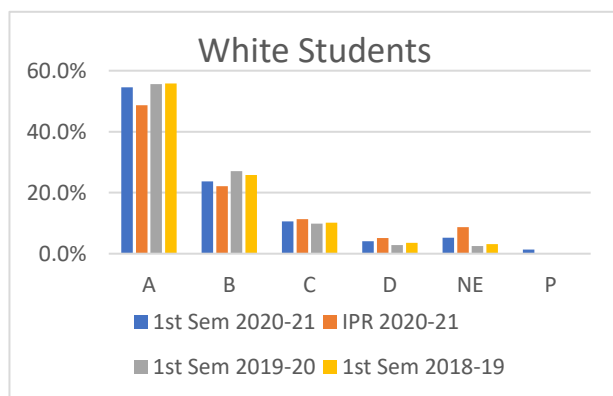
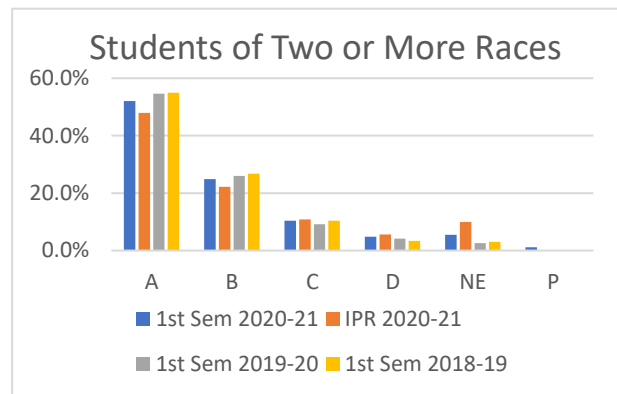
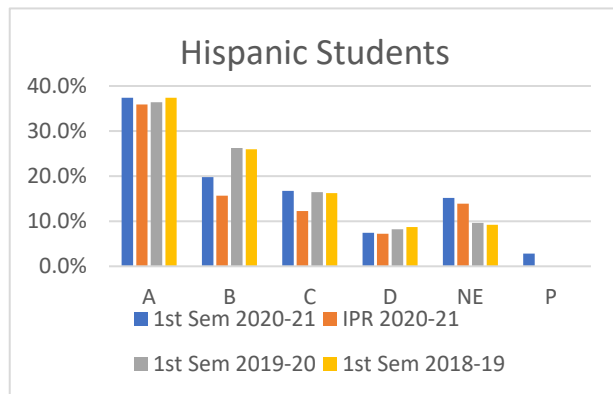
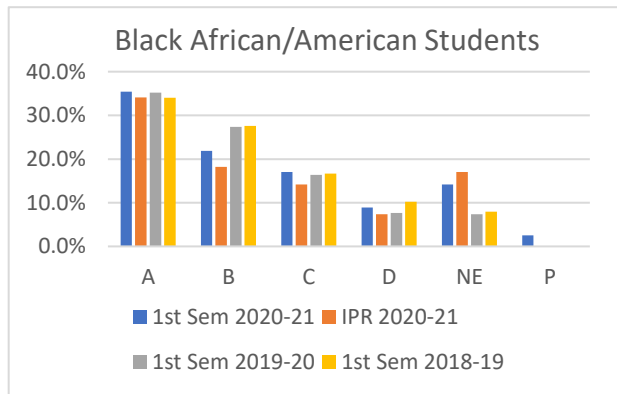
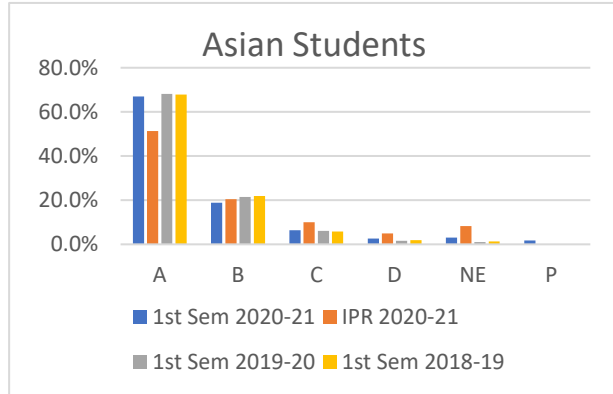
Graph 5: Below is the middle school grade distribution for semester 1. . F grades were replaced with NE (not sufficient evidence) for semester marks. Similar disproportionality happens in A and NE/F grades as high school grades. Students in some racial subgroups receive significantly fewer A grades and disproportionately more NE grades. The use of P grades was limited in middle school to credit-bearing high school courses. Students have until their junior year of high school to convert to a P grade or leave the grade on their transcript.

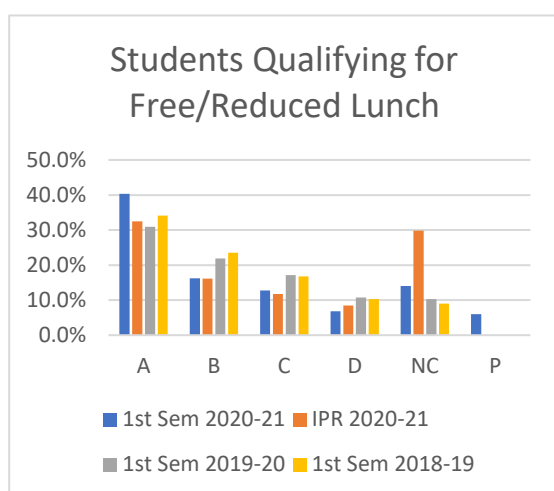
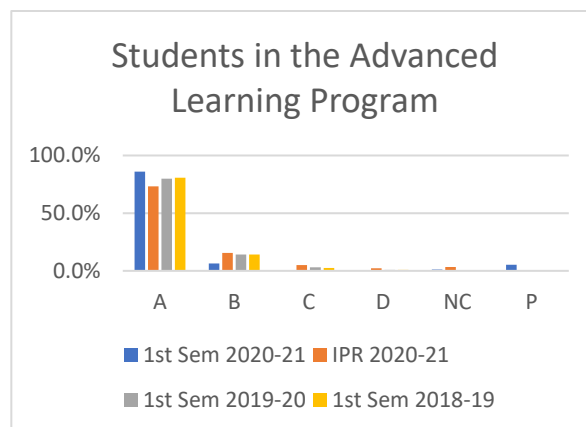
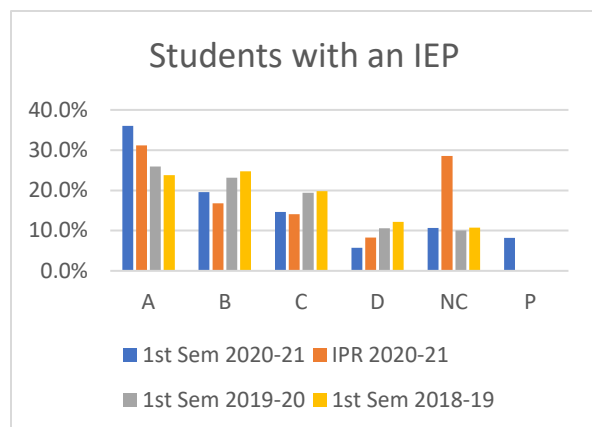


Graph 6: For comparative purposes, this graph shows how the first semester grades for this school year compare with the prior two school years. Also included is IPR grade post completed on November 30, 2020. The percentage of A grades is similar to prior years, with B grades down by 4%. NE/F grades were approximately 3% higher than in previous years with over a 2% reduction since the IPR posting date.



Graph 7 Series: The following are individual graphs for racial/ethnic subgroups, selected service area programs, and students who qualify for free/reduced lunch program. All racial/ethnic subgroups had comparable first semester A grade percentages as in previous years. NE/F grades were approximately double for each racial subgroup.





SECTION 2 – P GRADES

Students had the ability to elect a grade change for a B, C or D grade to a P (Pass) grade for high school credited courses. This would be inclusive of all courses for high school students and select classes at the middle school level. The most typical course in middle school are: math courses such as Algebra 1 or Geometry, world language courses such as Chinese 1b or French 2. Additional courses for students in the Advanced Learning Program would also be included. For first semester, 1187 students took advantage of this opportunity to change 2617 grades.

Graph 8 to the left shows the percentage of each original grade changes to a P with 34% B's, 39% C's and 27% D's.

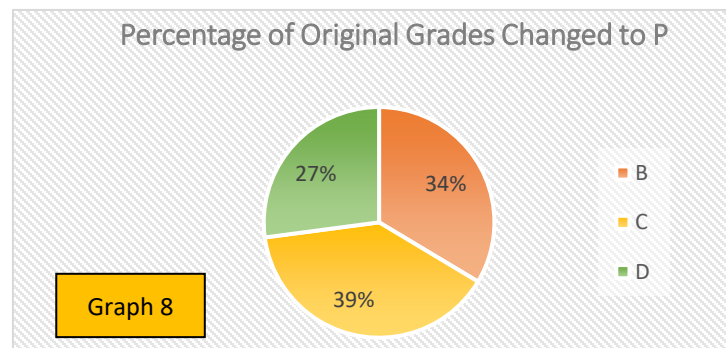
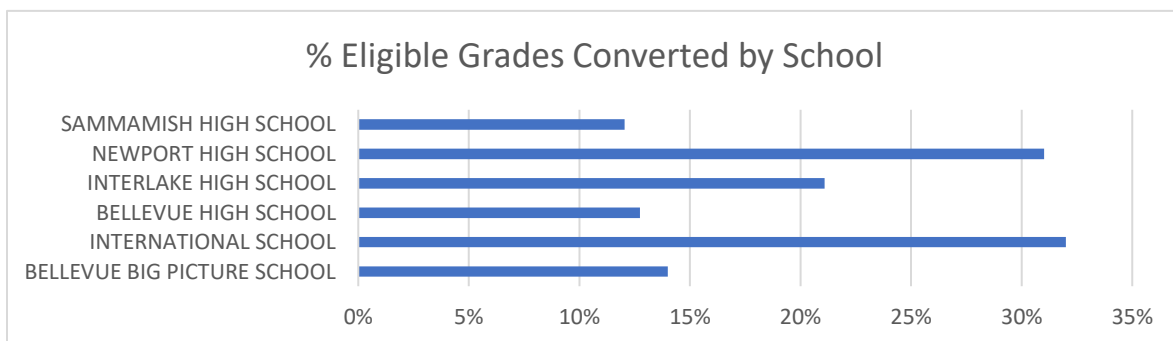


Table 9: For the 1187 students accessed this opportunity, there was a range in the number of classes they chose to convert. One class was the most common with 527 students converting, and eight students converting all 7 of their classes.

Number of Classes	1	2	3	4	5	6	7
Number of Students	527	262	179	115	63	33	8

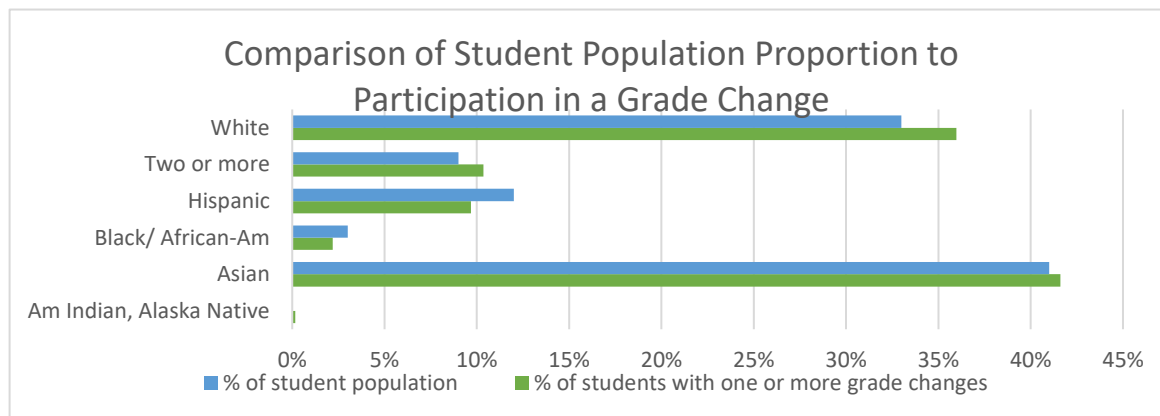
Graph 10: Shows a comparison of the number of grades converted to a P grade of total eligible B, C or D grades. Schools ranged from 12% to 32%. Three schools had similar percentage in the low teens, while two schools had nearly a third of their students participating.

Note: To make like comparisons choice schools only grade levels 9 through 12 are used in the calculations since any middle school courses would not have eligible for the conversion.

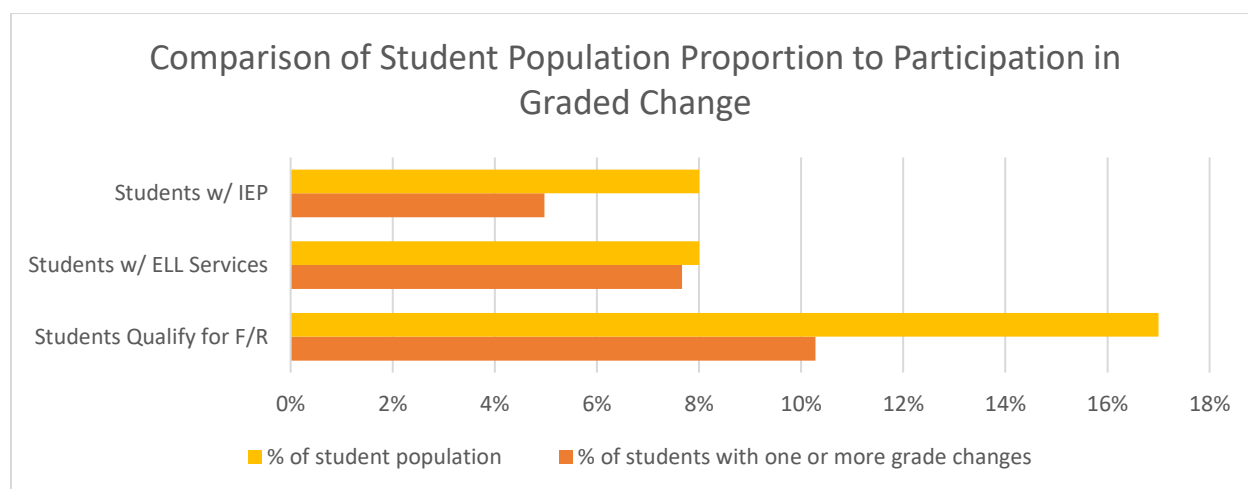


Graph 11: This graph shows students in racial/ethnic subgroups who participated in this option proportional to the overall secondary demographics. Schools differ in the racial/ethnic demographic

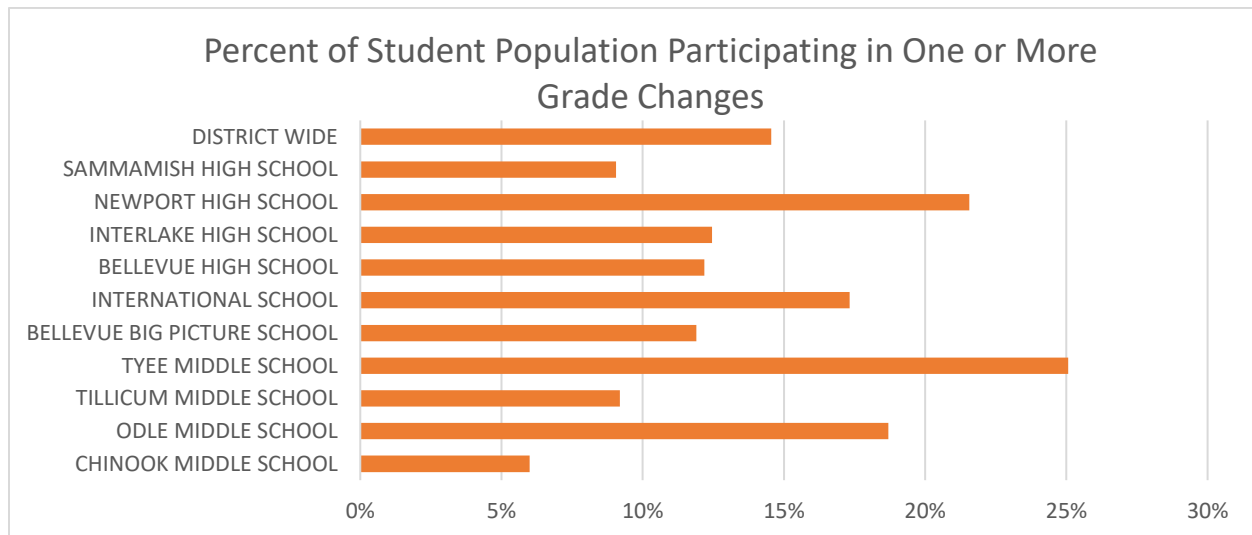
composition, but it does not appear these demographic differences explain the wide variety of results in Graph 10.



Graph 12: Both students with an IEP and students qualify for the Free/Reduced Meal program accessed at lower rate than what would be their population proportion.



Graph 13: The following graph shows the percent of students who opted for one or more grade change. Due to the limitations of the data system, middle schools are an estimate based upon the size of the 8th grade class size. Highland Middle School did not have any P grade conversions.



SECTION 3 – USE OF GRADING SCALES

Table 14: The table below shows the number of teachers who utilized the various grading scales available to them. Some teachers used more than one grading scale depending on the course they were teaching. The most common grading scale is the district 90%/80%/70%/60% as cut points. The optional grading scale made available which used lower cut points was used by 33 teachers. 208 teachers used one of three standards based scoring scales, with 0 to 4 scoring formats.

Grade Scale	Number of Teachers
International Scale	20
Standard Scale A-F (NC/NE)	439
0-4 Standards Scale	119
0-4 Standards Scale (MS Math)	27
Marzano Scale Standards Scale	62
Optional Grade Scale A-F (NC/NE)	33
Grand Total	700



APPENDIX 4: THIRD QUARTER 2021 GRADE ANALYSIS

GRADING ADVISORY TEAM UPDATE FOR THE COMMUNITY

JULY 2021

3rd Quarter Grades Analysis

May 18, 2021

Purpose: The purpose of this report is to provide a progress update on our *Educate Each and Every Student* objective in the Annual Plan Priorities and to answer the questions, “are we on-track to meet our annual targets,” “how do we know,” and “what are we doing next?”

Progress Monitoring Summary

Annual Plan Priority Objectives and Targets	Status & Rationale
<p>Objective: Students make academic progress, and systems of support effectively identify gaps and increase proficiency on standards</p> <p>Target: Reduce D/F grades and subgroup disparities</p> <p>Data: Third quarter grades</p> <p>Progress Monitoring Timeline: December 2020, April, and June 2021</p>	<p>Status: Not on track</p> <p>Rationale: Current D and F grades are at or above comparative year levels. Progress monitoring grades in the middle of a semester at high school has historically shown a higher proportion of D and F grades when compared to actual semester grades, which are codified on a transcript. For this reason, we anticipate a decrease in D and F grades at semester. Progress monitoring grades in the middle of a semester at middle school tends to be consistent with other quarter reporting grades. While extraordinary efforts will be made fourth quarter with the scheduled intervention blocks, the reduction in grades of D and F may not be sufficient to meet the goal.</p> <p>Path forward: The revised secondary schedule has a built-in enrichment and intervention time for both in-person and virtual students not yet meeting proficiency. More students are receiving instruction in-person with schools continuing existing successful programs and adjusting to add targeted interventions with the new schedule. Expansion of in-person learning for select students continues to occur. Central support staff are working closely with building MTSS teams in reviewing and analyzing the data, and in developing and implementing plans to address concerns with proficiency and grades. Building leaders are working with individual departments and staff to unpack the data and address identified barriers to success. Central communication related to the new grading guidelines, to include multiple opportunities to demonstrate proficiency, will again be reiterated to our students, families, and staff.</p>

Progress Monitoring Report

Data: The following tables show the combined percentage of D and F grades for middle school and high school students in both English Language Arts (ELA) and math. Our baseline data is from the second semester grades for the 2018-19 school year. Quarter and semester grades are not available for second semester of the 2019-20 school year due to the initial school building closures during that school year and subsequent ongoing shifts in grading practices. This leads to difficulty in accurately comparing data over time, thus the 2018-19 grades best reflect unimpacted, pre-pandemic grades, despite current grades reflecting pandemic.

Middle School Grades

The percentage of students receiving grades of D or F in Middle School classes overall third quarter 2020-21 is 15%.

The percentage of students receiving a grade of D or F in Middle School ELA will decrease 25% from 9% in June 2019 to 7% by end of 2nd Semester 2020-21.

Middle School ELA (Grades 6-8)	3 rd Quarter 2018-19	2 nd Semester 2018-19	1 st Quarter 2020-21 *	1 st Semester 2020-21	3 rd Quarter 2020-21	2 nd Semester Target 2020-21	Status
All students	8%	9%	15%	12%	15%	7%	Not on Track
Black	19%	23%	24%	22%	33%	17%	Not on Track
Hispanic	18%	21%	24%	28%	30%	16%	Not on Track
Students with Disabilities	25%	27%	24%	19%	25%	20%	Not on Track
English Learners	19%	19%	23%	26%	29%	14%	Not on Track
Low Income	22%	24%	28%	30%	34%	18%	Not on Track

*Note: 1st Quarter grades for 2020-21 are estimates based upon a weekly grade pull at that time.

The percentage of students receiving a grade of D or F in Middle School Math will decrease 25% from 12% in June 2019 to 9% by end of 2nd Semester 2020-21.

Middle School Math (Grades 6-8)	3 rd Quarter 2018-19	2 nd Semester 2018-19	1 st Quarter 2020-21*	1 st Semester 2020-21	3 rd Quarter 2020-21	2 nd Semester Target 2020-21	Status
All students	12%	12%	12%	10%	15%	9%	Not on Track
Black	22%	25%	23%	26%	33%	19%	Not on Track
Hispanic	28%	32%	24%	29%	30%	24%	Not on Track
Students with Disabilities	28%	28%	29%	23%	25%	21%	Not on Track
English Learners	33%	35%	27%	32%	29%	26%	Not on Track

*Note: 1st Quarter grades for 2020-21 are estimates based upon a weekly grade pull at that time.

High School Grades

The percentage of students receiving Ds and Fs in high school overall third quarter is 19%.

The percentage of students receiving grades of D or F in High School ELA will decrease 25% from 9% in June 2019 to 7% by end of 2nd Semester 2020-21.

High School ELA (Grades 9-12)	3 rd Quarter 2018-19	2 nd Semester 2018-19	1 st Quarter 2020-21*	1 st Semester 2020-21	3 rd Quarter 2020-21	2 nd Semester Target 2020-21	Status
All students	15%	9%	16%	10%	22%	7%	Not on Track
Black	26%	13%	29%	16%	35%	10%	Not on Track
Hispanic	35%	26%	35%	23%	39%	20%	Not on Track
Students with Disabilities	37%	21%	31%	18%	35%	16%	Not on Track
English Learners	31%	24%	36%	20%	38%	18%	Not on Track
Low Income	30%	32%	36%	22%	41%	24%	Not on Track

*Note: 1st Quarter grades for 2020-21 are estimates based upon a weekly grade pull at that time.

The percentage of students receiving grades of D or F in High School math will decrease 25% from 17% in June 2019 to 13% by end of 2nd Semester 2020-21.

High School Math (Grades 9-12)	3 rd Quarter 2018-19	2 nd Semester 2018-19	1 st Quarter 2020-21*	1 st Semester 2020-21	3 rd Quarter 2020-21	2 nd Semester Target 2020-21	Status
All students	26%	17%	21%	14%	23%	13%	Not on Track
Black	41%	29%	38%	21%	42%	22%	Not on Track

Hispanic	47%	32%	45%	31%	48%	24%	Not on Track
Students with Disabilities	47%	32%	48%	25%	42%	24%	Not on Track
English Learners	44%	35%	46%	33%	47%	26%	Not on Track
Low Income	42%	32%	45%	30%	48%	24%	Not on Track

**Note: 1st Quarter grades for 2020-21 are estimates based upon a weekly grade pull at that time.*

Key Findings, Reflections, and Adjustments

- Quarter grades came at a time of transition for students.** In the week prior to the end the quarter students had 2 days of fully asynchronous learning which generally would have been live virtual instruction. Additionally, for many of those students returning to in-person learning, they only received an abbreviated lesson for each class at the end of that week. This may have interrupted typical end-of-quarter actions by teachers and students, such as retakes or completion of unfinished activities. There was also a drop of attendance during this window for students receiving in-person instruction.
- Perceived reliance on “P” grades for high school credit bearing classes appears to be adversely influencing overall grades.** Students in focus groups have reported that they are comfortable receiving “P” grades given the pandemic. Central communication related to the new grading guidelines, to include multiple opportunities to demonstrate proficiency, will again be reiterated to our students, families, and staff, with an emphasis on supporting our students and a strong finish.
- Middle school math and ELA grades are showing an elevated percentage of D and F grades from the baseline data.** This is most pronounced in ELA with only one priority group, student with disabilities, showing a lower level of D and F from the baseline data. In math the same priority subgroup was below both the baseline values and 1st semester of this school year.
- High school ELA percentage of D and F grades is 7% higher than the baseline data and 6% higher than 1st semester this school year. Math shows an increase from 1st semester and only a minor decrease from the baseline values.** Among schools, the percentages are consistent except one school, which has substantially higher percentages of Ds and Fs in math rates. The school’s administrative team is aware of the situation and is working with their school team on addressing this issue. High school D and F grades have consistently had a significant reduction from quarter grades to final semester grades. In addition to the regular MTSS work across all schools, strategic outreach is occurring with specific schools where percentages are highest. The overall percentage of D and F grades in high school is 19%. Secondary support staff will continue to work with students in ELA and math which have higher rates of D and F grades.
- There is still time remaining in second semester for students to demonstrate academic growth and improved grades.** It is very important for teachers and schools to use the remaining weeks of second semester to provide students who are earning D and/or F grades additional supports and interventions. The Intervention and Enrich time during the afternoon in the current schedule provides the structure for targeted support intervention and support for select students. Many teachers have lessened the number of assessments and tied grading to demonstration of proficiency versus compliance. Often there are fewer measures used for grading and one or two low performance indicators can strongly impact grades. Many teachers provide multiple opportunities for students to demonstrate their learning and adjust grading. Given the shift in grading this year, it is important to provide ongoing communication related to such and to support teachers in consistently making this shift in practice.
- Summer programming will provide another academic recovery opportunity for students.** Students who do not earn credit or have a low grade for second semester in math and English classes will also be provided the opportunity for credit recovery and grade improvement and to solidify their learning/proficiency.

- **Support staff providing 1:1 support to select students in use of Lexia and/or ALEKS may have detracted from the focus of supporting students outside the classroom on work affiliated with their class assignments.** The support staff efforts will be reevaluated, as we plan for the following school year.



APPENDIX 5: STAFF GRADING SURVEY RESULTS

GRADING ADVISORY TEAM UPDATE FOR THE COMMUNITY

JULY 2021

Staff Grading Survey Results

Survey administration and sample: We surveyed secondary teachers in early June 2021 to gather feedback on their experiences with four equitable grading practices: aligning class assessments to standards, accepting late work for full credit, assessing student learning in different ways, and allowing re-dos or re-takes of assessments and major assignments. The survey was sent out over email to all secondary teachers; we received 250 responses, a response rate of about 55%. Schools at which respondents teach are shown in Table A. Main findings are summarized below and results are displayed in more detail in Table B.

Aligning Class Assessments to Standards

This year (2020-21), how closely were your class assessments aligned to the content and/or skill standards for your discipline?

Very closely aligned	Somewhat aligned	Not aligned	I'm not sure
69.6%	26.8%	2%	1.6%

How does the alignment of your assessments to standards (course, national, state) compare to previous years?

More aligned than in the past	About the same	Less aligned than in the past
25.5%	55.4%	13.1%

Open-ended teacher comments on aligning assessments to standards:

Themes (top 3, most common first)	Teacher responses related to the themes
Many educators have already been aligning curriculum and assessments to standards. (36)	<i>"As a CTE teacher, we are always aligning our assessments with standards."</i> <i>"I have used standards-based for about 15 years. Every assessment starts with the standards. Mine are more than closely aligned....They are aligned."</i>
The pandemic and remote learning resulted in lack of capacity or time for alignment to standards. (15)	<i>"I lacked the bandwidth to commit to using standardized grading in synergy, after seeing the struggles of some colleagues. Handling the demands of online teaching took every drop from my bucket."</i>
Some educators reduced the number of standards taught in this challenging year. (13)	<i>"Do to the constraints of virtual learning, my lessons and assessments were honed in on the essential content and skills."</i> <i>"They were aligned but I wasn't able to hit as many standards."</i>

Accepting Late Work for Credit

Which of the following do you allow students to complete/turn in late for up to* full credit? (*"Up to full credit" refers to the grading practice of not penalizing student work solely due to late submission.)

Homework/classwork	Projects	Quizzes	Tests	Other	Do not accept late work for full credit
83%	74%	73%	72%	19%	9%

Why do you accept late work for up to full credit?* (Check all that apply.)

**Question was asked of teachers who indicated they accept some form of late work (91% of the sample).*

Students should be graded on their understanding, not on when they turned in an assignment.	72%
Sometimes, life circumstances outside of students' control get in the way of turning things in on time.	84%
It's more work for me to track the date that assignments were turned in.	19%
The district and/or my school encourages this practice.	17%

Why do you not accept late work for up to full credit?* (Check all that apply.)

**Question was asked only of teachers who indicated they do not accept any late work (9% of the sample).*

Responsibility is an important skill that students need to learn.	77%
In real-world settings, things need to be done on time or there can be consequences.	82%
It's more work for me to have assignments turned in at different times.	32%
Other	68%

Open-ended teacher comments on accepting late work for up to full credit:

Themes (top 3, most common first)	Teacher responses related to the themes
Several respondents indicated they accepted late work for up to full credit this year as an exception because of the pandemic. (13)	<p><i>"Covid happened. It was rough for everyone & I don't think kids should have been punished for living through a pandemic."</i></p> <p><i>"I do not usually accept late work for full credit, but the impression we were given was that this would be the expectation for this year."</i></p>
Some respondents use individual circumstances to make a decision about full credit for late work, based on	<i>"Assessments measure skill & understanding, not timeliness; never deduct for lateness on assessments. There are some things (like engaging in and contributing to a collaborative</i>

either the student's situation or the assignment itself. (12)	<p><i>activity) that can't be reproduced as late work. treatment of these instances should be addressed on a case by case basis."</i></p> <p><i>"I am a professional and use my judgment based on my understanding of the differing needs of my students to assess their needs."</i></p>
Some respondents mentioned the need to set some limits on how late work could be accepted. (7)	<p><i>"I did still limit late work to one week after the assignment was due. I'm not playing the game where kids try to turn in 20 assignments on the day grades are due. Whatever rule you decide to make, needs to also be reasonable and MANAGEABLE for the staff."</i></p> <p><i>"Some assignments were accepted late. I started not accepting work late towards the end of the quarter and that was full credit."</i></p>

Multiple ways to show learning

How frequently do you offer different graded ways for your students to show what they have learned about the same topic (e.g., tests/quizzes, oral discussions, projects, performances, etc.)?

Every unit	Some topics/units	1-2 times per semester	Never
42%	40%	12%	5%

Re-doing Assessments & Assignments (survey questions clarified that this includes taking a different version of the assessment over the same content)

Which of the following do you allow students to redo or retake for up to full credit? (Check all that apply.)

Quizzes	Tests	Projects	Other major assignments	Other	None of these
69%	72%	65%	57%	22%	9%*

*The percentage of teachers who reported they do not allow re-dos or retakes is the same as the percentage who reported not allowing late work (9%, 22 respondents). However, not all of these are the same individuals. Only 12 teachers reported allowing neither late work nor re-dos/retakes.

Why do you allow students to redo tests and major assignments?*

**Question was asked of teachers who indicated they allow some retakes/redos (91% of the sample).*

Students learn over time, so we should give them opportunities to show that growth.	77%
Some students struggle to perform well on assessments.	63%
Multiple data points showing student understanding are better than just one.	52%
The district and/or my school encourages this practice.	41%
Other	18%

Why do you not allow students to redo tests and major assignments?

**Question was asked only of teachers who indicated they do not allow any retakes/re-dos (9% of the sample).*

If students know they will have another chance, they won't try as hard the first time.	77%
It is too much work for me to grade multiple assignment attempts.	41%
It is too much work for me to create different versions of an assessment for retakes.	64%
Other	55%

Open-ended teacher comments on the ability to re-do major tests and assignments:

Themes (only two main themes)	Student responses related to the themes
Several respondents indicated that students' ability to re-do tests and assignments depended on the circumstances. (33)	<p><i>"I allow students to redo most items, but not for full credit. I offer them the ability to make up half the difference between their first effort and their second effort on major assignments. I found that when I tried out allowing students to redo for full credit, effort on first times with assignments dropped off."</i></p> <p><i>"To provide students the opportunity to show growth over time, but I don't allow retakes on assessments because we go over the material in advance along with study guides."</i></p>
Some respondents saw increased student learning as a result of allowing students to re-do tests and assignments. (13)	<p><i>"Students collaborate and learn from their mistakes. They review from their old tests before final exams."</i></p> <p><i>"Students seem to learn the skill better when they are given the opportunity to revise their work."</i></p>

Grading Experiences and Recommendations

Teachers were asked four open-ended questions about grading this year:

1. Think about your grading practices this school year (2020-21). What did you do that worked well? How did this promote your students' learning?

Themes – Worked Well	Teacher responses related to the themes
Allowing students to redo tests and assignments (52) and use multiple methods to show evidence of learning (22) encouraged many students to reflect and improve.	<p><i>“Allowing students to re-take quizzes/assessment for up to full credit. This practice eliminated the punishment aspect of re-taking an assessment. I believe that this incentivized students to put in the work and re-examine their own learning. I used to average the original quiz/assessment score with the re-take score to come up with the final quiz score. This policy placed an emphasis on getting it right the first time, not just on coming up with the correct response. I now believe that not being able to earn full credit on a re-take devalues the additional effort of the student, and learning that is happening.”</i></p> <p><i>“allow students unlimited retakes, provide options for showing proficiency, aligned to standards. These practices kept the focus on the main content, and helped students learn how they learn best. It boosted student confidence, lowered stress and allowed students agency to choose how they demonstrated knowledge, skills and understanding.”</i></p>
Many educators mentioned the use of Standards Based Grading (55) or four-point rubrics (16) as beneficial for student learning.	<p><i>“I committed to standards-based grading and it was so liberating. Rather than chasing students for every little assignment and feeling like a task manager, I consistently reflected on the quality of understanding students showed me throughout our time together. I think this promoted student learning because less task managing meant I had more time to deliver meaningful feedback.”</i></p> <p><i>“I did standards-based grading for the first time and it was AMAZING!!!!!!!!!!!!!!!!!!!!!! Allowing students to reassess an unlimited number of times until they reached a "3" or "4" really motivated and inspired many kids who normally feel stuck with their score to continue to push themselves to learn even the most difficult concepts on their own timeline.”</i></p>
Providing flexible deadlines and accepting late work for up to full credit helped students display mastery and increased learning (48).	<p><i>“Being flexible on when students could turn assessments in helped many students to deal with online learning. Most students benefited from this and did not abuse this privilege. Students were able to adequately prepare for assessments and better balance their schedule.”</i></p>

	<p><i>"Students were allowed to turn in all work, at any time, for full credit. In this way, the grade the student earned was a reflection of the work they put in and not their poor work habits. Students were more likely to take their time, make the learning their own, or ask for help. The students felt they had a fair opportunity to do reasonably well throughout the semester, instead of having to overcome the obstacle of missed assignments that could never be recovered. Lastly, the most important outcome was that student engagement was higher and sustained throughout the semester."</i></p>
<p>Some educators appreciated the opportunity to meet with students individually, often during asynchronous time (9) and put an emphasis on personalized feedback (5).</p>	<p><i>"Regular opportunities for informal feedback in class and async time (especially async time)"</i></p> <p><i>"Have more after-school hours to complete assessments. For some students, this worked well because they would use the asynchronous time to ask questions and then have time to retake a test or part of a test."</i></p>

2. What did you NOT like about your grading practices this year? How did this affect you as a teacher? How did it affect your students?

Themes – Did NOT Like	Teacher responses related to the themes
<p>Student abuse of the grading policies, students forming bad habits, less accountability, and students not doing assigned work, not engaging, not being prepared for class, and not working hard were mentioned as undesirable outcomes of these grading practices. (68)</p>	<p><i>"I did not like how often students saw these policies as an excuse to not learn material until the last minute. I did not like how a great deal of students saw multiple opportunities to assess as a reason to put off learning course objectives. As a teacher, the grading policies meant I had to create multiple assessments for each learning target. It also meant that because students were assessing multiple times on different timelines, my grading took exponentially longer. I really like the concept of SBG with multiple opportunities, but I need far less students/classes to implement it in a meaningful way. The amount of time it took me to create assessments, and then score multiple assessments at different times left me burnt out on SBG before I feel like I could give it a fair chance. The majority of my students took the multiple attempts at assessments as an opportunity to procrastinate. As a result, a great deal of students were caught in the cycle of trying to assess old objectives while simultaneously learning new ones. That meant they didn't learn the new objectives, and the cycle started over again."</i></p>

	<p><i>"Allowing students to turn in work late enabled students to only complete assignments if they saw they went into gradebook. That meant they disengaged from the LEARNING of the class, and focused on turning in assignments late to achieve a GRADE. Allowing late work also meant most students were unprepared for class discussions, or were unable to construct their own understanding, because they would not complete the non-graded lessons at the beginning of a unit. There are some assignments (discussions, work prepared to share with peers, group projects, etc) that just cannot be turned in late."</i></p>
<p>Several educators mentioned feeling overloaded with increased work as a result of multiple submissions of work, often weeks after it was assigned. (44)</p>	<p><i>"I did not anticipate how much more time consuming grading and providing feedback on exclusively digital assignments would be. Also keeping up with late and resubmitted assignments was a huge chore - lots of emails and messages back and forth with students instead of casually checking the turn-in bin in the back of the classroom for new papers like in the old days. I spent a much higher proportion of my time grading this year, which left less time for planning and connecting with students."</i></p> <p><i>"No late work in a universal sense did not work. It requires so much time to go back and check it again and late work is usually done with such poor quality that it is a waste of time. I had to send students back to do some assignments over and over again. It really felt like a waste of time for myself and most students."</i></p> <p><i>"The constant resubmissions, redos, and late work was absolutely exhausting and is not tenable."</i></p>
<p>Several educators felt that grading and testing seemed inauthentic this year. Grades were less reflective of student mastery of content or learning, and the validity of remote testing was questioned. (29)</p>	<p><i>"Not giving grades that reflected student negative effort was discouraging as a teacher and non-motivating to students. It made me lower the grading bar to tolerate student inaction. While I still offered the high standard to those who made the choice to do it, more than half the students did absolute bare minimum. Grading felt artificial - then admin changed the outcomes anyway so my efforts felt devalued."</i></p> <p><i>"Giving tests online was not an authentic of what students are truly capable of doing on their own. The amount of cheating that went on was overwhelming and obvious. Allowing students to take tests late made it impossible as a teacher to manage the amount of work during the last week of each semester when students who had not done anything</i></p>

	<i>all semester all of a sudden wanted to make everything up. This is not only hurtful to the students' learning, it enabled them to procrastinate and ignore due dates."</i>
A reduction in student learning as a result of the grading practices was a concern of some respondents, especially as students fell behind in learning needed for subsequent lessons. (23)	<p><i>"There were many students who fell behind in their practice just because they knew they could turn in things late. This had a negative impact on their learning since their math class content builds on itself throughout the year. The brain research shows that completing a months worth of work in a single day is not good for retention of mastery."</i></p> <p><i>"Students did not engage in activities that were in their best interest. They would not practice before trying an assessment. They would not re-assess right away. This was particularly problematic in AP Calculus where one unit builds on the next."</i></p> <p><i>"Extended due dates, adjusted grading scales (the district's alternate grading scale), MH grades, and reassessments were DETRIMENTAL to the majority of students. In my 20+ years of teaching, I have never seen so many students procrastinate, RELY upon reassessments / late work being accepted for full credit. This caused not only great challenges for them to learn the material and keep up with the progress of class, but also (in my professional opinion) led to less learning in the end. Because of the grading policies, students were able to work the system and pass my class or earn a higher grade than their actual proficiency. Additionally, the continual influx of late work and reassessments resulted in a massive increase in workload, particularly near the end of the year as students tried to reassess just enough to get by. They took advantage of the MH to the extreme and were able to improve their grade with far less effort than honestly should have been. The practices this year may have helped some, but these were the studious students to begin with. It only harmed those who were already apt to delay and avoid work."</i></p>

3. Reflect on your experience this year with these four grading practices: 1) aligning class assessments to standards, 2) accepting late work for full credit, 3) assessing student learning in different ways, 4) redoing tests and major assignments. What would you need, as a teacher, to successfully implement these practices?

Themes – Needs	Teacher responses related to the themes
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<p>Educators frequently mentioned they need more time to accommodate these practices. (59)</p>	<p><i>"In order to satisfy the four grading practices, teachers need more time to be able to return to the same work, or sit with a student one to one for them to present their knowledge in another manner. Often, with any late work that is accepted, the teacher has to return to the method of grading (a rubric, a criteria chart, etc.) and refamiliarize themselves so that they are not artificially inflating or deflating the student's score."</i></p> <p><i>"Release time to grade. If we value grading, provide time for it . It cannot be a continued expectation that teachers use personal and sick time to grade."</i></p>
<p>Educators would benefit from having more supporting content available to them: curriculum with multiple assessments and aligned to the standards, clear standards in language understandable by parents and students, as well as examples of assignments and rubrics. (43)</p>	<p><i>"I would like assessments designed by a curriculum leader and placed into the Master Course for each unit so that teachers do not have to recreate the wheel every time."</i></p> <p><i>"I would like better examples of how to assess student learning in science in a variety of ways. Especially when I am teaching an AP science class, and the course expects them to be able to solve certain types of problems (independently). It is hard to think of ways other than testing. I can do the test verbally, or have them make a video, but otherwise I have a hard time with ideas."</i></p> <p><i>"Perhaps more creative curriculum options provided by the district for assessments that align to standards; they often do not include multiple ways in which students can demonstrate their mastery while capitalizing on their interest and strengths."</i></p> <p><i>"I'd like an easier way to show what assignments connect to what standards. I know there are good practices out there among my colleagues, but I'd like to see examples and I'd like support integrating it into my practice."</i></p>
<p>A gradebook system better able to accurately reflect standards-based grading was an identified need. (27)</p>	<p><i>"I need a better system in Synergy. The way that Synergy calculates SBG scores is inaccurate and misleading to families."</i></p> <p><i>"Improve Synergy - it doesn't really benefit those of us trying SBG. We could use student-friendly rubrics across the board for our skills and standards - I have been producing those on my own for years, and they are tough (especially if they then don't show up in synergy)."</i></p> <p><i>"A gradebook that properly supports standards based grading. The ability to either control the standards used or</i></p>

	<p>to have much clearer standards written in a way that students can relate them to course content.”</p> <p>“Explicit and in-depth training on Synergy gradebook and how to set it up for standards based grading in a way that makes sense for both my students and me.”</p>
Several educators indicated a need for some sort of boundaries and/or deadlines even while allowing late work and redone assignments and tests. (16)	<p>“One thing my students recommended is to have periodic deadlines (like the end of each month) to help them by not letting an entire quarter go by. I also need to have students understand that turning things in late is a big grading burden to teachers and that they cannot expect the late work to be graded as quickly as it would have been if turned in on time since we have other work that we are now grading.”</p> <p>“If we run regular schedules next year, it will be easier to run a broad range of assessments again...securely and in class. I normally allow some slack for IEP and 504 on late work BUT the late work whenever was not only time consuming for me but set up some students to continue to be late all year. Ultimately I do have to set a deadline. The current grading policy is not explicit in this. Semesters end!”</p> <p>“District-wide discussion and eventually guidelines for what is out-of-bounds. In my school, we are encouraged to give credit for everything at all times. It does not encourage behaviors that teach students how to learn. Instead, a noticeable number of them focus on the grade and getting it by doing late, minimal work.”</p>

4. What else would you like to share with us about grading practices?

Themes – Other Comments	Teacher responses related to the themes
Several respondents expressed concerns about the impact of these grading practices on educators and on student learning and preparedness. (38)	<p>“As a teacher, more and more I feel caught in the crossfire between the growing push to take an SEL approach to student learning, seeing students as whole people and “the student is not their grade” on one side, and the constant push to assess, quantify, and tabulate data about students on the other side. I know some would say that these two sides don't have to be in conflict, but it usually feels like they support different values and that they're moving in opposite directions.”</p>

	<p><i>"I believe that in certain circumstances many of these things can be beneficial to students. Overall I believe this had a negative impact on learning as many students who didn't have the special circumstances then fell really far behind and then just rushed at the end to do all of the work. When you do not space your learning out over time you do not end up retaining as much mastery."</i></p> <p><i>"I haven't changed my grading to standards based because that's not how the AP Exam is graded. I want my students to be very prepared for the exam. If I grade differently, they won't be prepared."</i></p>
<p>The need for consistency across schools and the district, culture change including parents and the community, and inclusion of educator voice was mentioned by a number of respondents. (34)</p>	<p><i>"The perception exists among some staff and community members that equitable grading standards are a diluting of rigor and a pandering to one group at the expense of others. BSD leadership, the Board, Superintendent, and every administrator, needs to champion these grading practices."</i></p> <p><i>"It is not enough to work with just teachers on what grades mean. To truly transform education, community involvement is needed. Many in our community worry about the points game and trying to get their children into college, and standards-based grades don't work in that system. How are we connecting with ALL families in ALL languages and working to understand underlying values?"</i></p> <p><i>"The lead-time on any grading changes is very important - sooner the better - and it is important for teachers to feel like they have a voice in making district-level grading changes. The end of semester emails with grading policy changes - i.e. B or C to a P - hurt morale if they haven't gone through a rigorous system-wide feedback cycle."</i></p> <p><i>"Standard based grading works really well in elementary and sometimes in middle school. Not always as applicable in high school - depending on the subject and course taught. Redesigning test with the trends decided by the district may not fit all courses or programs such as IB or AP, which already have a lot of competency based or proficiency based material available for them different than what the district has in mind. Teachers professionalism and expertise should be taken into account... not sure the district values their teachers and their experience, one size does not fit all."</i></p>
<p>Suggestions were made for further development of these practices or surfaced</p>	<p><i>"Every grade level and course has different needs. Having a single grading policy across all grade levels is a slippery slope. Compare a redo in a PE class to an English paper---</i></p>

<p>the need to differentiate the way they are applied. (29)</p>	<p><i>there is a burden of workload. Compare a redo for an elementary or middle schooler versus a high school student. There is an issue of maturity. The reality of grades is that a poorly performing student just does not engage in the learning. I've never seen a student who was able to engage fail. How do you allow for the disinterested in student who chooses not to be responsible versus the student who is trying to be responsible but their home life is not conducive to their following through? So many complicated factors to consider. No one answer is possible."</i></p> <p><i>"Written assessments take a lot of time to grade, so just blithely assuming that teachers can and should offer multiple opportunities to rewrite essays, papers, etc. is not reasonable. Also, allowing the retaking of quizzes in Humanities or Social Studies classes can be problematic as well since in certain cases it is very difficult to create alternate quizzes. It's not like a math class where you can just plug in new values for the same type of problem. Writing multiple quizzes on a section of reading in a novel, for instance, can be nearly impossible due to the limited amount of content."</i></p> <p><i>"I'd like to encourage people to question the standards as well. For example, the continued used of "conventions" rubrics for writing assignments makes problematic assumptions about "proper English" and places an unfair burden on multilingual students in particular."</i></p>
<p>Several educators felt these practices do not teach students responsibility and do not prepare them for life after high school. (24)</p>	<p><i>"Students still need to be held accountable to initially working and can't be allowed to wait until the end to take assessments. We should not be pressured to allow students to make up a large quantity of work near the end of the semester. Responsibility is important for them to demonstrate."</i></p> <p><i>"I do not feel that "accepting late work for full credit" should be a REQUIRED grading practice. I think this sets students up for failure in the future. As mentioned before, this should NOT be the norm but should instead be considered understand special circumstances. I heavily believe that this should not be the expectation given to students. As for "redoing tests and major assessments" I get this, but I still don't feel that this should necessarily be a required grading practice. While I personally don't have an issue with this, I seriously think it needs to have limits/expectations that the teacher can set based on their own way of doing things. For</i></p>

	<p>example, limitations such as: you can redo your test only if all of your work for the unit is completed/turned in or you can only complete one retake. Otherwise kids just want to retake the assessment over and over again without actually learning the material, but rather stabbing in the dark in a different way until they are more successful.”</p> <p>“Just because something appears good in theory does not mean it will produce the results desired. I strongly believe many students were significantly harmed by the extreme flexibility. Additionally, the grading practices are setting high school students up for an unfair pressure when they go to college. Colleges do not follow such practices and students going in relying upon infinite chances will greatly suffer.”</p>
Several educators took this opportunity to express appreciation for these practices. (18)	<p>“Thank you for the team working on sharing this with us. I would not have noticed some of my own inequitable practices without this education, and this has been better and easier for everyone on both sides (:”</p> <p>“My grading model worked well for most students and I saw marked improvement from many students over time. By giving them a chance to try on work without penalty for getting things right or wrong, allowed some students to try when they normally would not. The opposite of this is the students who have a self-value to seeing a grade for right or wrong answers and tying their "learning" to that grade. For example, "I only learn when I see that I got the answers right." It also helped on their assessments because they had the flexibility to share the knowledge in a way that worked for them, multiple methods, and since they had a chance to try without penalty on other work, they would try harder on their assessments. I had less incomplete work this year compared to previous years.”</p>

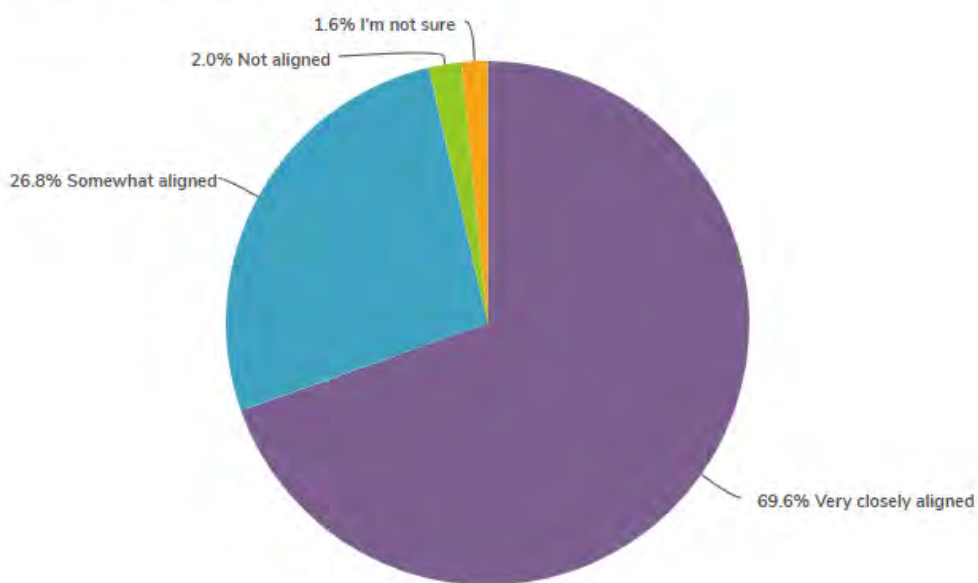
Table A: SCHOOL LOCATIONS OF SURVEY RESPONDENTS

<i>(respondents may teach at more than one location)</i>		#	% of responses
Total School	Total	250	100%
	Bellevue HS	37	15%
	Big Picture	7	3%
	Chinook	26	11%
	Highland	17	7%
	International	16	7%

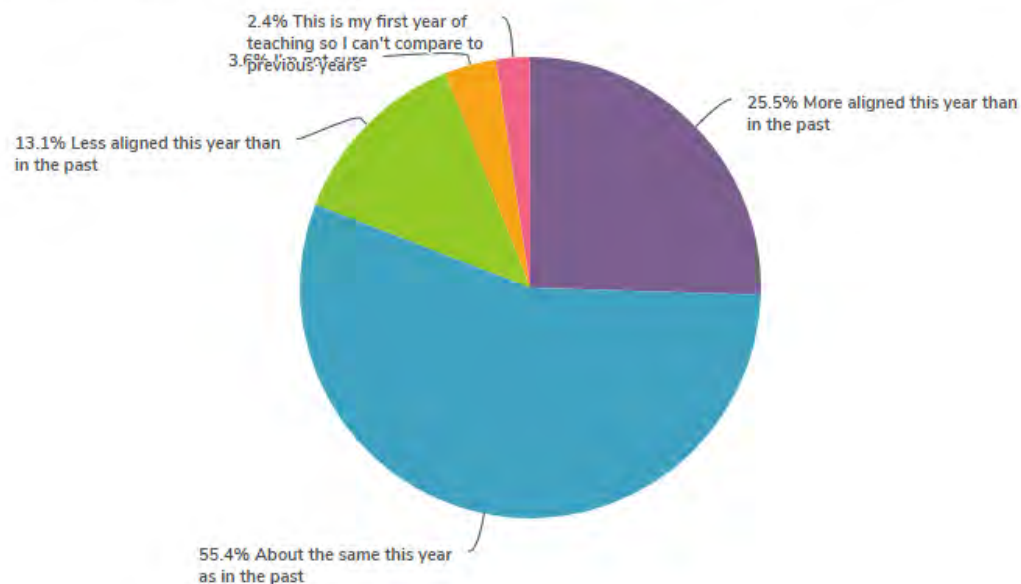
Interlake	23	10%
Newport	35	15%
Odle	25	10%
Sammamish	23	10%
Tillicum	16	7%
Tyee	23	10%

Table B: SURVEY RESULTS

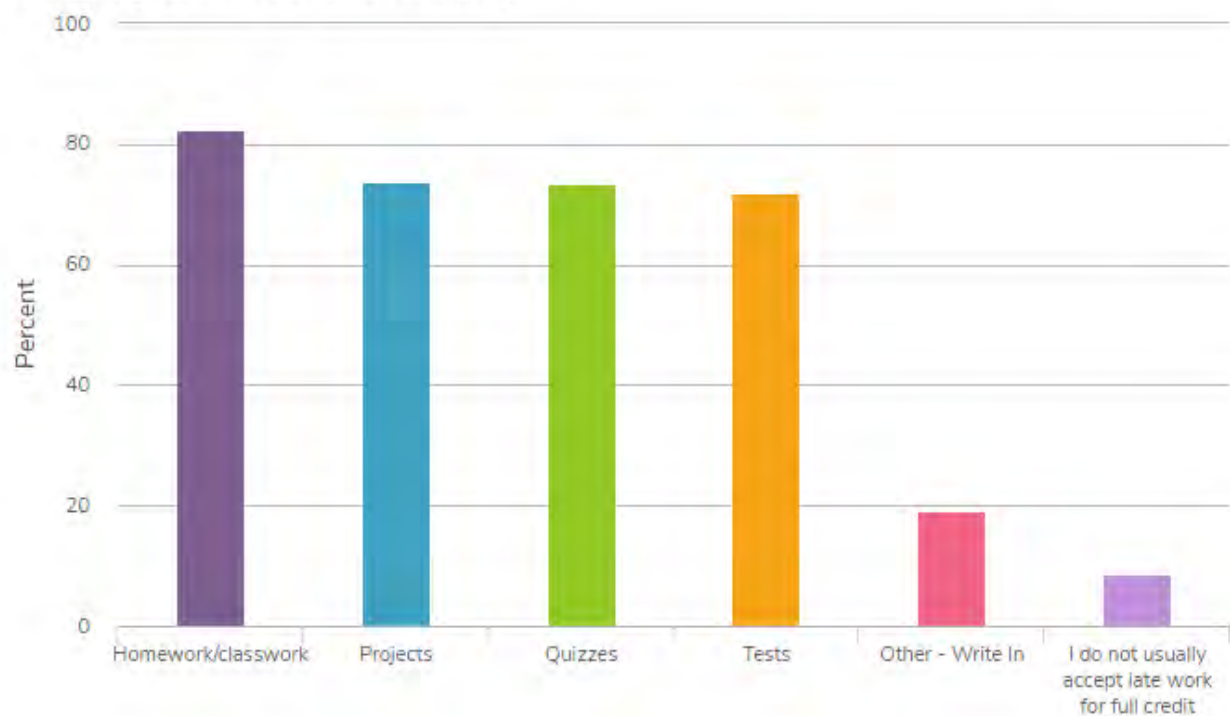
3. This year (2020-21), how closely were your class assessments aligned to the content and/or skill standards for your discipline?(If you would like, please explain in the optional "Comments" box.)



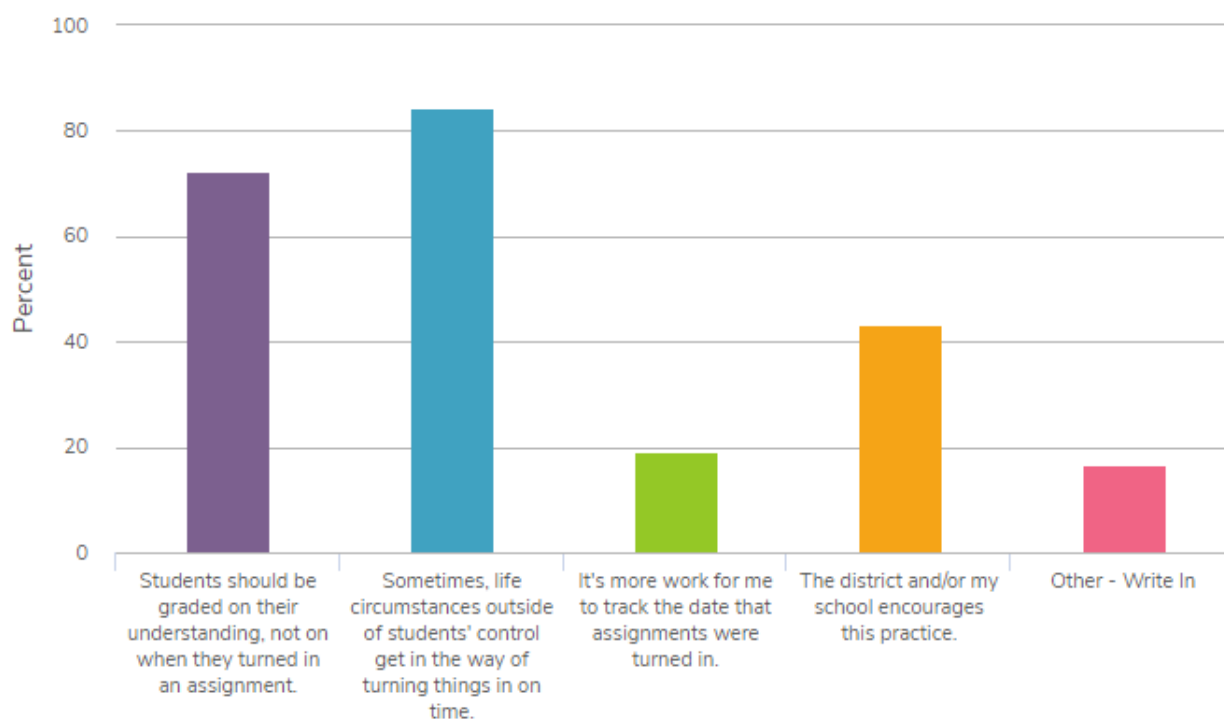
5. How does the alignment of your assessments to standards (course, national, state) this year compare to previous years?



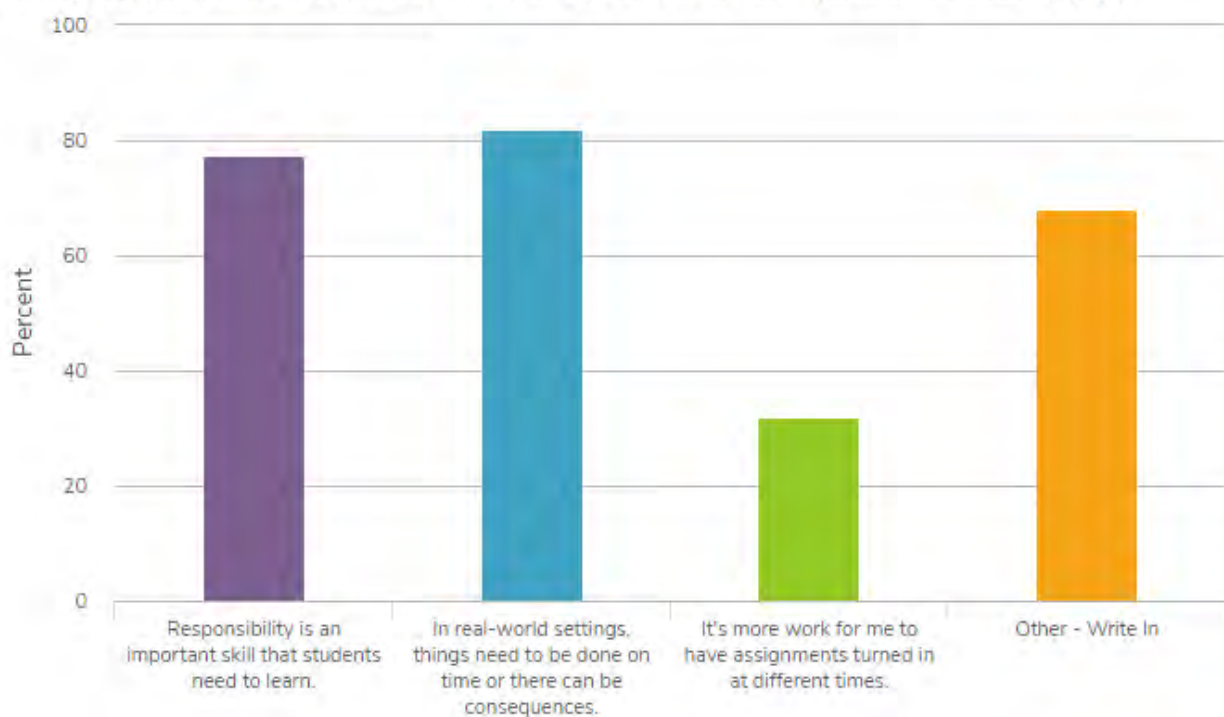
6. Which of the following do you allow students to complete/turn in late for up to* full credit?(*"Up to full credit" refers to the grading practice of not penalizing student work solely due to late submission.)



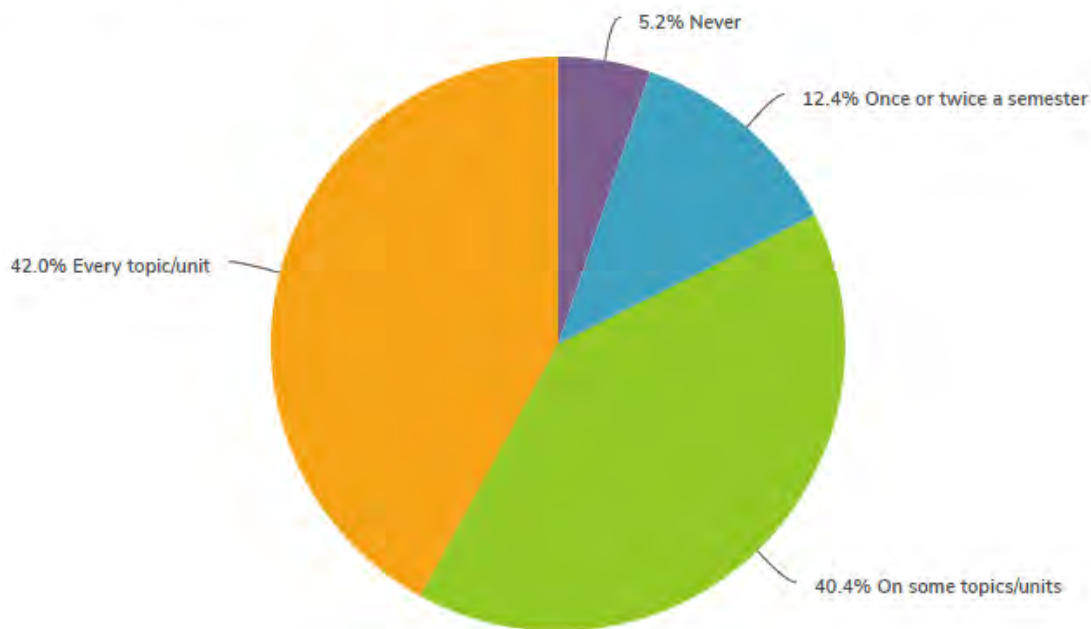
7. Why do you accept late work for up to full credit? (Check all that apply.)



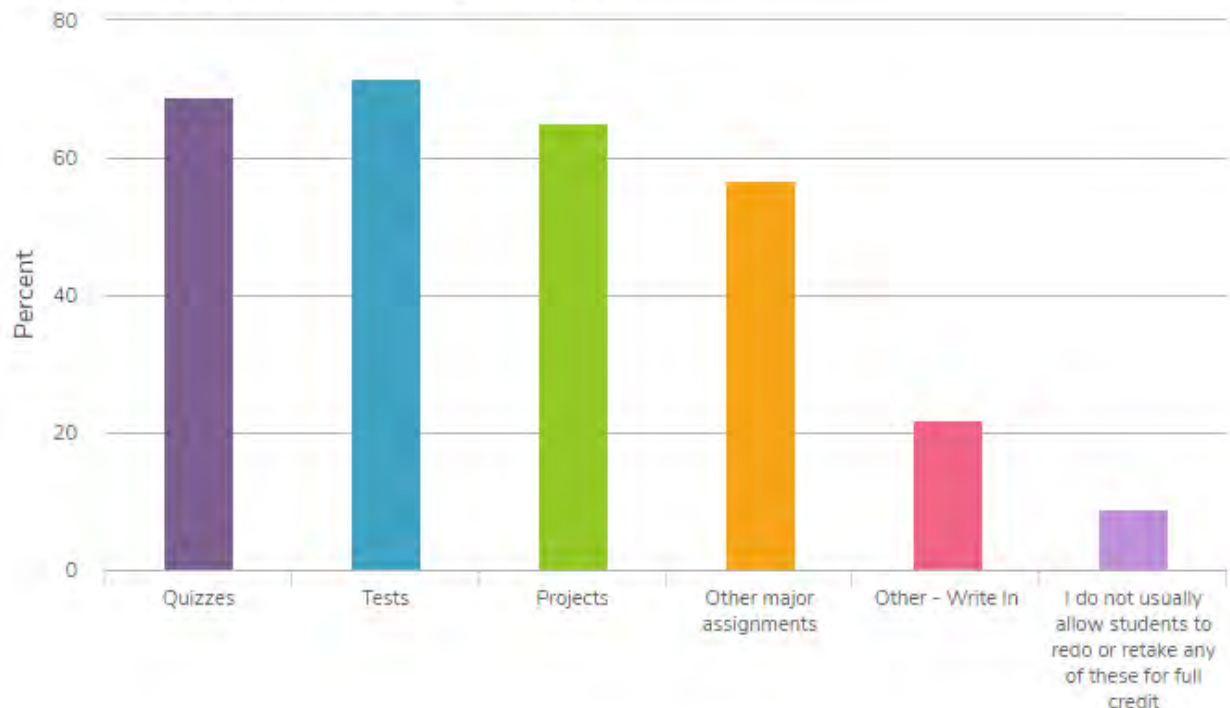
8. Why do you not accept late work for up to full credit? (Check all that apply.)



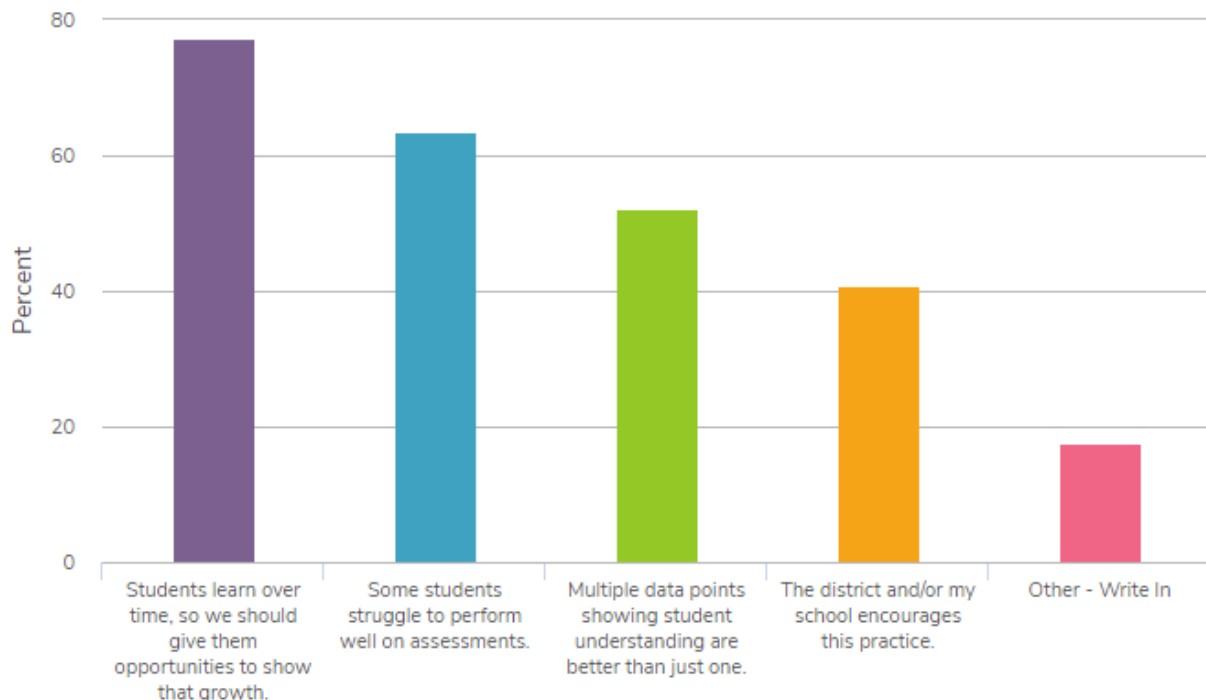
9. How frequently do you offer different graded ways for your students to show what they have learned about the same topic (e.g., tests/quizzes, oral discussions, projects, performances, etc.)?



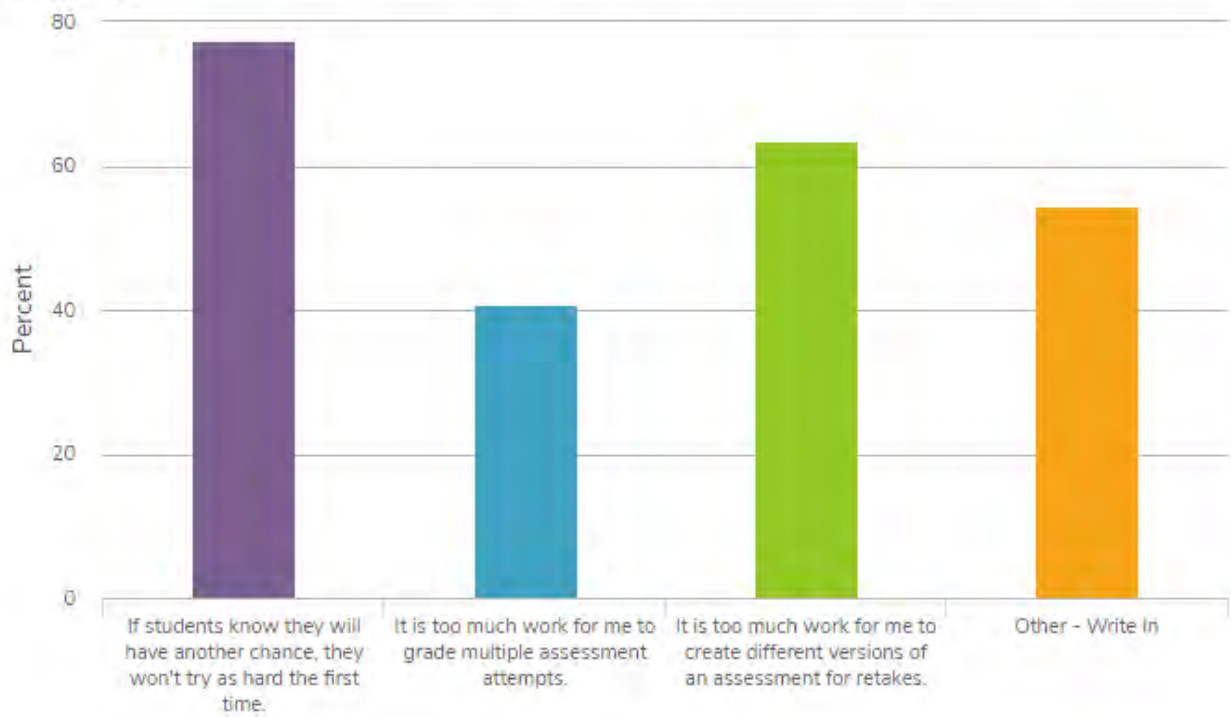
10. Which of the following do you allow students to redo or retake for up to* full credit? (Check all that apply.)(*This includes using a different version of an assessment that covers the same content.)



11. Why do you allow students to redo tests and major assignments? (Check all that apply.)



12. Why do you not allow students to redo tests and major assignments? (Check all that apply.)





APPENDIX 6: REFERENCES

GRADING ADVISORY TEAM UPDATE FOR THE
COMMUNITY

JULY 2021

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