
MPS Grading Feedback Update

July 15, 2024
Board Meeting



Purpose of Grades:

We believe the purpose of grades is to communicate, as concisely as possible, a student's **mastery** of grade-level content. Grades should reflect a valid and pure representation of what a student knows and is able to do based on a given set of concepts and skills specified by the Oklahoma Academic Standards. Grades are used to provide feedback, document progress, and guide instructional decisions.

Common Grading Practices:

We believe grading practices between school sites and for courses with the same title should apply consistent expectations and practices, such as weighting of grades, late work, missing work, or number of tests or assignments. Clear grading criteria from grade levels or departments shall be explicitly communicated to students and parents at the beginning of the course.



MPS Grading Changes

2023-24





Grading Feedback Participation

Intermediate:

3 Administrators

50 Teachers

862 Students

150 Parents

Middle School:

6 Administrators

45 Teachers

854 Students

206 Parents

High School:

2 Administrators

46 Teachers

26 Students

286 Parents



Academic Vocabulary

Formative Assessment - A planned and ongoing process used by students and teachers during teaching and learning to gain evidence of student mastery of content standards to improve student understanding and teacher instruction.

Summative Assessment - Tools and processes used after instruction to measure proficiency of content standards and verify how much a student has learned at that moment in time.

50-Based Grading - Grading system that sets the lowest possible grade for any assignment or test as 50%.



Key Takeaways

Though teachers implemented a Base-50 system this past year, it is evident that many teachers did not see a 50 as an F; it is still being seen as a middle-of-the-road grade.

Many views of grading are still wanting to use it as a punitive system for lack of effort or timeliness of turning in assignments. Those with a growth mindset have used this year to embrace the change and find positives for it to effectively help students mastery more content or at a deeper level.



Key Takeaways

Many teachers mentioned that students did not show effort for formative assignments. While it is a lower percentage of the weighted grading system, it is meant for mistakes, learning, and practice.

Students said they were not well informed on the purpose of the weighted grading system. Many students saw no purpose in the formative daily work because of its low weight in the overall grading system. Grades are still an extrinsic motivation to students that affects their effort but no connection is made connecting effort to grades to mastery of content.



Key Takeaways

Parents show that they knew of changes within the grading system but may be unclear of the reasons behind the changes beyond preparing them for high school and college. Many times grades are seen as effort put into completing homework and studying for a test.

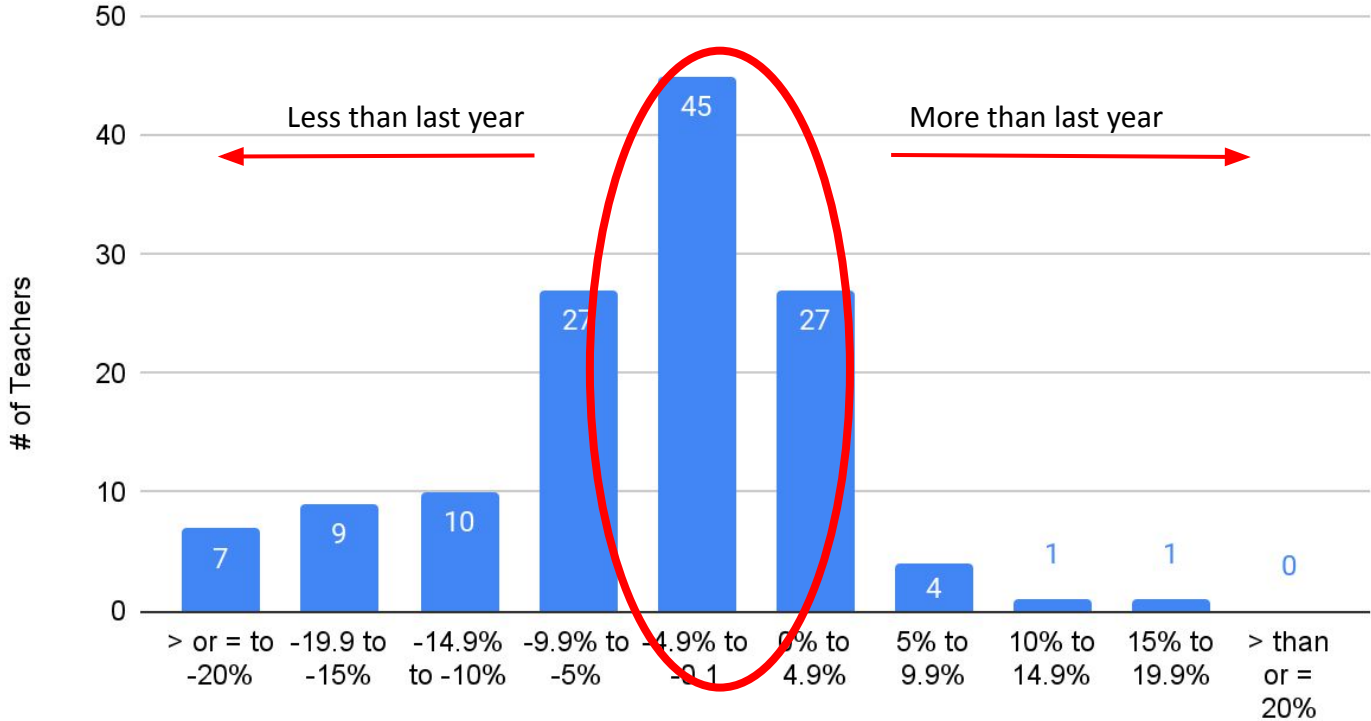
Given that Base-50 is different than what parents experienced when they were in school, it is hard to understand why the grading changes were put into place.

Grade Distribution Fall of 22 to Fall of 23



MHS - Grade Distribution A, B & C's

Comparison of grades Fall Sem 2022 and Fall Sem 2023

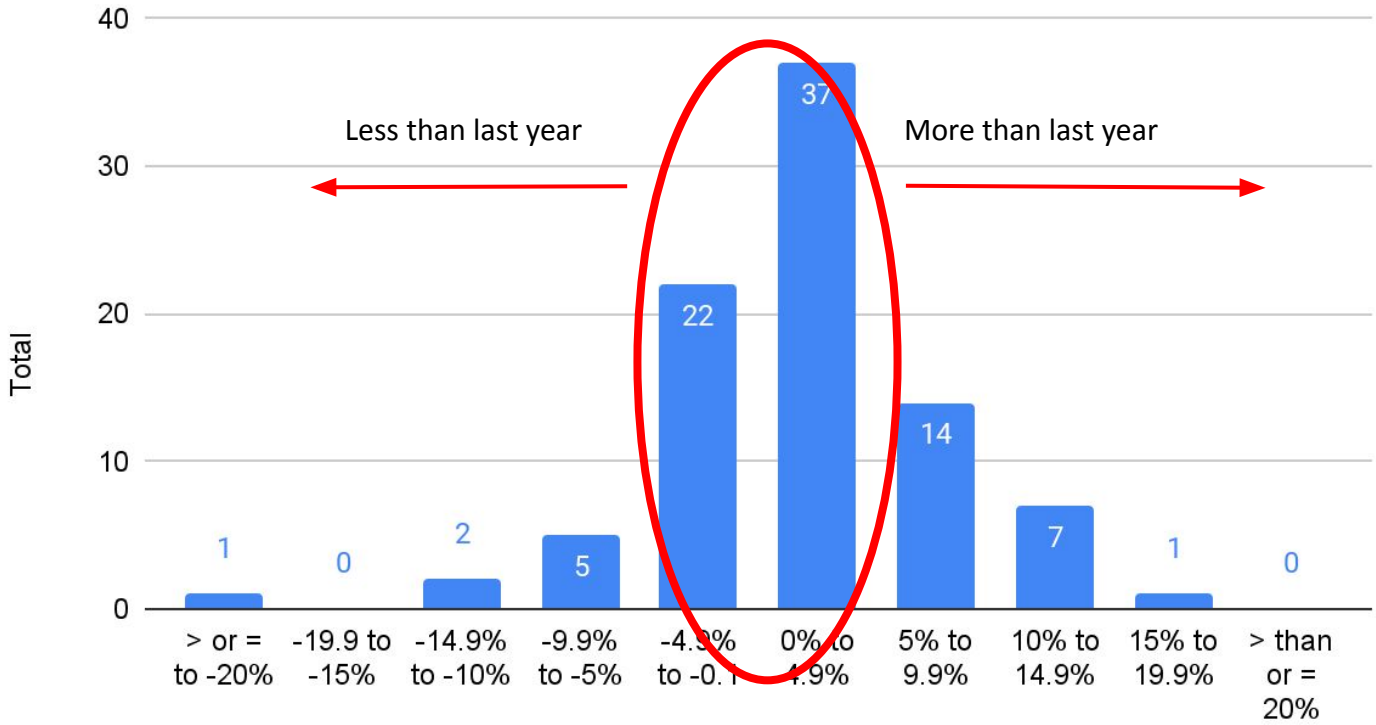


55.7% had less than -5% or up to 5% change from last year



MS - Grade Distribution A, B & C's

Comparison of grades Fall Sem 2022 and Fall Sem 2023

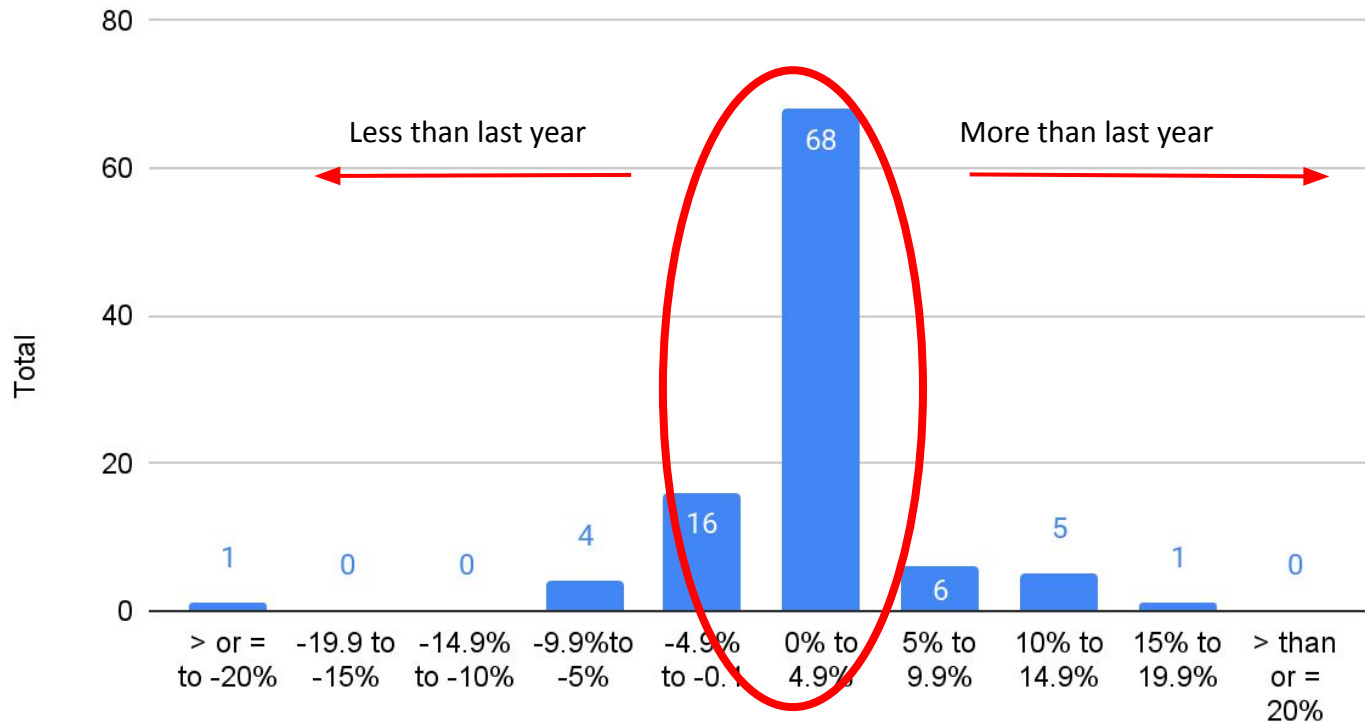


66.2% had less than -5% or up to 5% change from last year



IS - Grade Distribution A, B & C's

Comparison of grades Fall Sem 2022 and Fall Sem 2023



83.1% had less than -5% or up to 5% change from last year



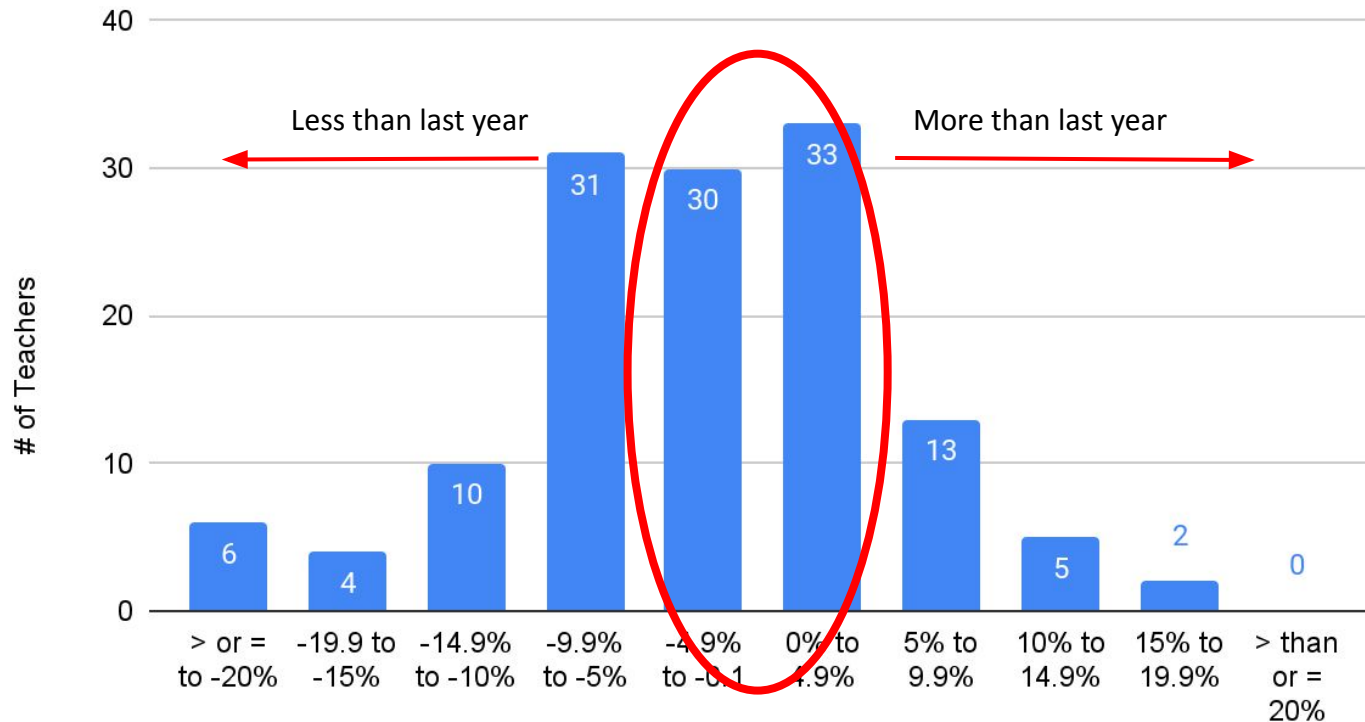
Grade Distribution

Spring of 23 to Spring of 24



MHS - Grade Distribution A, B & C's

Comparison of grades Spring Sem 2023 to Spring Sem 2024

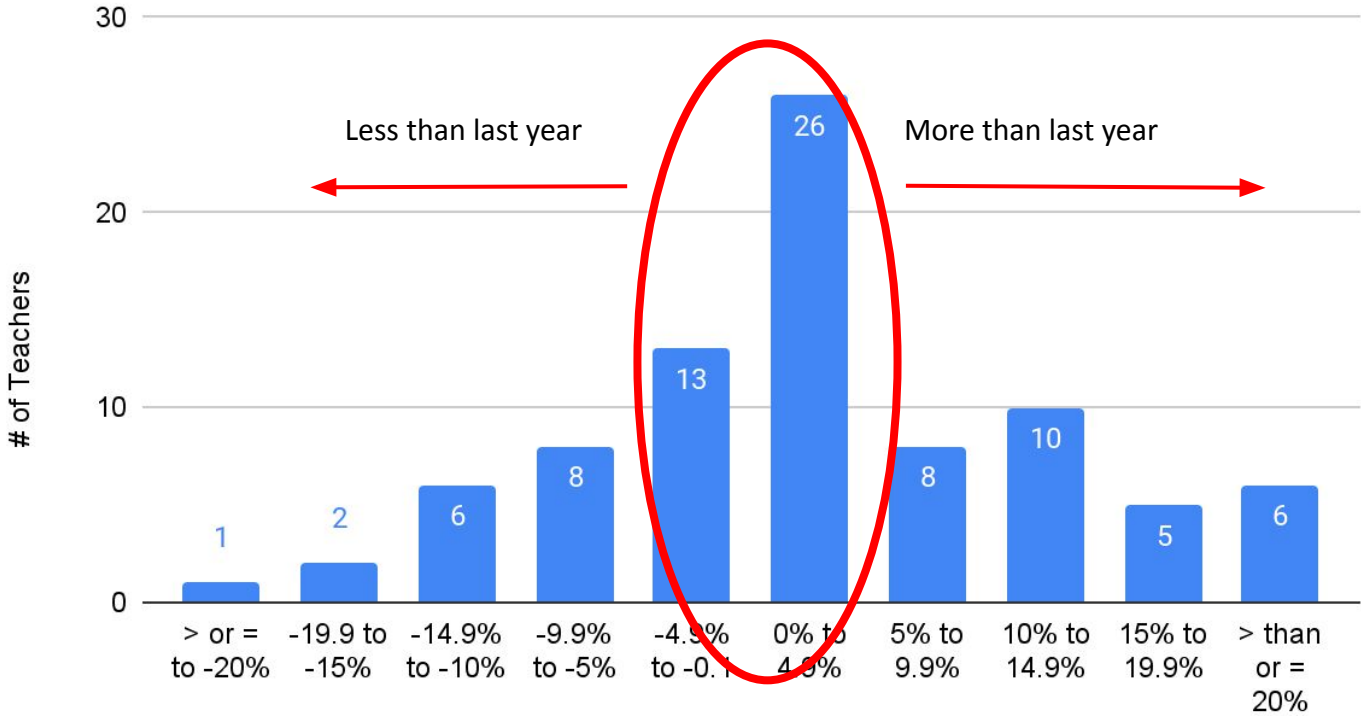


47.01% had less than -5% or up to 5% change from last year



MS - Grade Distribution A, B & C's

Comparison of grades Spring Sem 2023 to Spring Sem 2024

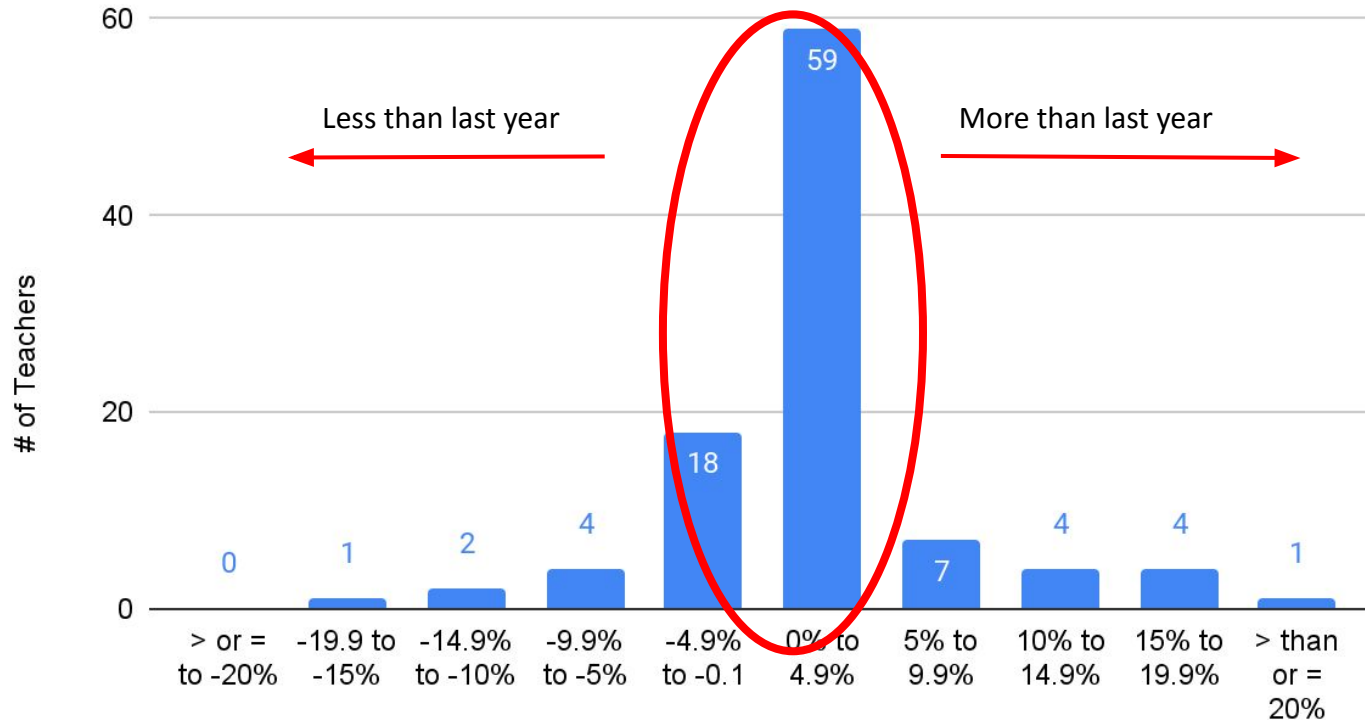


45.3% had less than -5% or up to 5% change from last year



IS - Grade Distribution A, B & C's

of Teachers vs.



77% had less than -5% or up to 5% change from last year



Studies of comprehensive school reform suggest that implementation for at least three to five years is typically the time necessary to see student achievement improve.

2024-25



Response to Feedback

- More communication with all stakeholders about background and why changes were made in 2023
- Common vocabulary and statements to use for consistency among the sites
- Discuss non-negotiables
- Professional Development for Teachers & Administrators
- Updated Parent University Information

