



**Edmonds
School District**

Grading Practices Updates

September 30, 2025

Quick Recap: How We Got to Now

- Resolution passed in Fall 2024 requiring grading reforms
- Task force launched with broad representation
- Agreed to a Purpose of Grading statement
- Agreed to write late work and retake policies in all course syllabi
- Agreed to limit the number of Skyward categories to a maximum of six per course
- Consensus was not reached to move a drafted recommendation forward

Secondary Purpose of Grading Statement

In Edmonds, the purpose of grading is:

- To provide students, families, educators, and higher education or future employers with transparent, accurate, and impartial information about individual student progress toward mastery of academic standards.
- To help students reflect on their learning, identify areas for growth, and set goals.

Formative grades guide teachers in adjusting instruction. Summative grades signal student readiness for progression toward the next level of learning.

Collaboration with EEA

There has been co-development of:

- Meeting agendas
- Implementation drafts
- Discussions are co-lead

We feel a real sense of urgency around this work and there is clear agreement that we need to come to consensus before implementation. The only way to create lasting change is through a thoughtful plan that is built, agreed upon, and implemented together.

A proverb reminds us...

“If you want to go fast, go alone. If you want to go far, go together.”

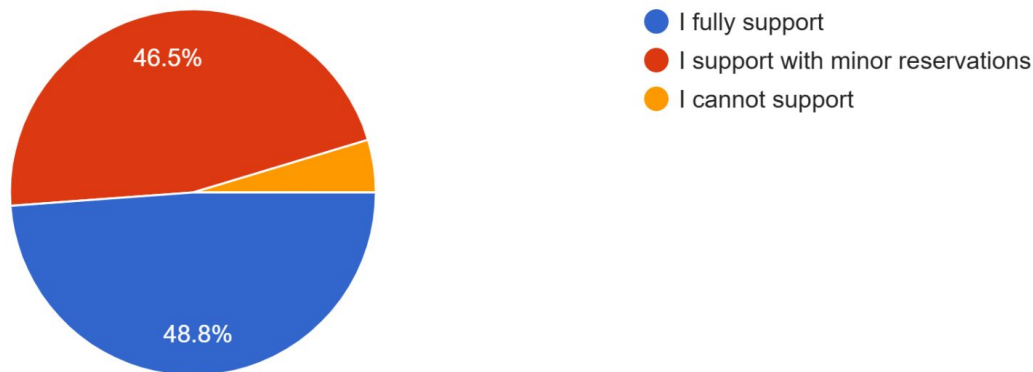
September's Breakthrough

- Task force reconvened on Thursday, September 25
- Structured process: think time, small groups, full-group discussion
- Key concerns raised: cost, PD time, special circumstances, department expectations, possibility of acceleration, defining terms in the plan
- Despite some concerns, **the group achieved strong consensus to move the first two years of the implementation forward.**

The Vote

Should Years 1 and 2 of this draft of a five-year plan, as it has been reviewed today and knowing that it is a living document and can be revised based on...ion of fair, accurate, and standards-based grading?

43 responses



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- 43 total votes
 - 21 fully support (48.8%)
 - 20 support with minor reservations (46.5%)
 - 2 cannot support (4.7%)

Years 1 & 2 Implementation

- Year 1 (2025-26):
 - Agree upon standardized grade ranges
 - Reduce total number of Skyward categories
 - Department discussions on aligning late work practices
 - Identify priority standards in collaboration with subcommittee of content teachers
- Year 2 (2026-27):
 - Implementation of standardized grade ranges, reduced gradebook categories, site-based consistency of late work practices
 - Develop shared language and expectations for participation grading and non-academic factors in grades
 - District-led training on priority standards

[Link to Implementation Plan](#)

Why a two-year focus?

The task force focused on the first two years of the implementation plan for the following reasons:

- The recognition that the pace of implementation could change once grading protocols are put into place.
 - The most common concern was ensuring **acceleration** would be possible.
- The first two years focused more on building consistency, which the group felt was essential for building a strong foundation for this work.
- Ongoing concerns about cost and required professional development time made setting a two-year implementation timeline feel more manageable.

Key Takeaways

- Strong consensus: Over 95% approval of Years 1-2
- Work is grounded in collaboration with EEA
- The plan is flexible and responsive to feedback upon implementation

Conclusion & Next Steps

Our path forward is to implement the first two years and refine the remaining years through collaboration and learning that is centered on best-practices for equitable grading.

- We are building sustainable, equitable grading practices
- We want to build a lasting model and that will happen through intentionality and collaboration