

# Operational Expectation 12.1 & 12.2 Update: Grading & Homework

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**ISSAQUAH**  
**SCHOOL DISTRICT 411**

## Purpose

Update the board on action steps taken this school year to increase consistency of high school grading and homework expectations by fall 2026.



# Operational Expectation 12: Learning Environment

## **12.1 Ensure that grading practices are equitable and based on a comprehensive and objective review of best practices research.**

- Determination of student grades should reflect the student's understanding of course learning objectives.
- Students should have multiple opportunities to demonstrate and achieve a grade that reflects a high-level of understanding of course learning objectives.
- Grading practices should be consistent across grades and secondary departments.
- Departmental grading practices should be consistent across schools.

## **12.2 Ensure that homework practices are equitable and based on a comprehensive and objective review of best practices research.**

- Homework practices should be consistent across grades and secondary departments.
- Homework practices should be consistent across schools, not necessarily including elementary special programs and accelerated offerings such as AP, IB, and high school courses at middle school.

# Recent Grading Practice Alignment Work

- **Fall 2023:** Established the expectation for consistent grading categories and weights for common courses within a school.
- **Fall 2024:** Established the expectation for consistent recovery plans for common courses within a school.
- **Fall 2025:** IEA/ISD Collective Bargaining Agreement
  - Codified the following concepts: Timeliness of feedback and grade entry, criteria for recovery and flex time as a structure for academic support and recovery.
  - Established the Grading Practice Advisory Committee as a collaborative teacher and administrator group to guide grading work for the district.

# Feedback from the Community

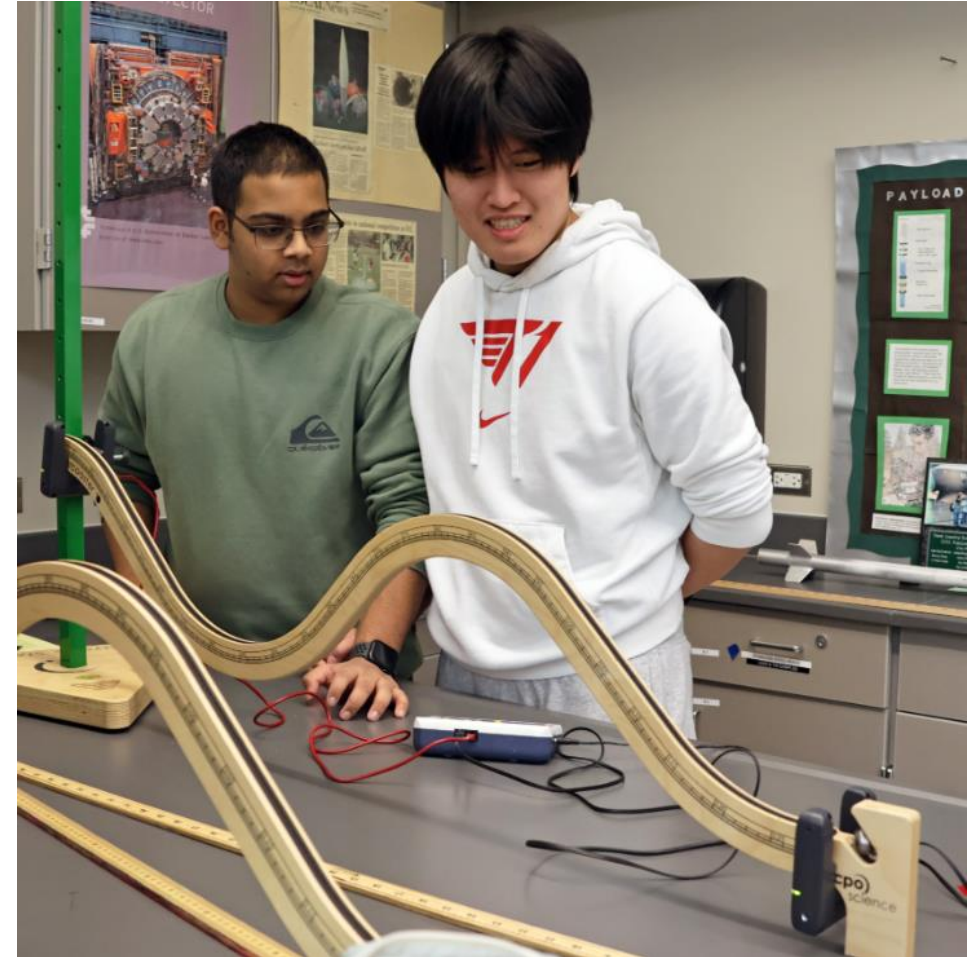
- **Inputs & Engagement:** Listening sessions, student surveys, 6 Grading Practice Advisory meetings, 2 board retreat sessions, student leadership groups, and direct feedback from students and families.
- **Findings:** Inconsistencies and/or lack of clear communication across common courses in the following ways:
  - How homework is part of the grade
  - The weighting of assignments and assessments
  - Reassessment and recovery practices
  - Rounding practices
  - Use of different grading scales across courses
  - Varying AP/IB grade bump practices
- Interest from some families in eliminating the A– grade and aligning with the Lake Washington School District

# Collaborative Process for Improvement

- The Grading Practices Advisory Committee (GPAC) is a collaboration between district leaders, school leaders, and certificated teachers to examine and strengthen grading practices, and resolve grading inconsistencies. This committee's work illustrates the complexity of assessment and grading as technical and adaptive systematic change.
  - Met 6 times
  - Established a problem-solving process and completed one case (AP Calculus AB)
  - Provided input into AP Grade Bump resolution
  - Developed UDL-aligned framework for Assessment and Grading
- Homework guidelines were drafted based on research and workshopped through principal meetings and teacher department meetings at all high schools.

# Changes for Fall 2026

1. Defined common **assessment practices** across the district that are aligned with Universal Design for Learning (UDL) and the Danielson Framework to guide instruction, supervision, and professional learning.
2. Calibrated and aligned grading practices for **AP Calculus AB across the district.**
3. Common **AP/IB grade bump** policies for common courses **across the district.**
4. Common grading practices for all common courses within a school (already the expectation), now supported by **progress monitoring** professional learning for principals in August.
5. Common **expectations for homework load and purpose** are included in district course catalog and by common course syllabi at each school.



# Monitoring Progress and Roles

Method	Timeline	Owner
District directed professional learning for gradebook & syllabi creation	August	Principals
Syllabi submission	August	Principals
Data study using grade data	Monthly	Teacher Leader/Department Chair
Professional Growth & Evaluation Observation	Fall observation	Principals
District directed professional learning for grading calibration	January	Principals
Professional Growth & Evaluation Observation	Spring observation	Principals

# Goals for 2027-28

## Outcomes:

- Engage students, families and teachers to
  - identify current strengths and challenges
  - guide improvements to grading and homework expectations and practice with short, mid and long term benchmarks
- Review and determine any changes to the district's grading scale.
- Additional district wide grading alignment by common courses.

## Process:

- Convene a workgroup of teachers, students, family members, and district staff to guide the next iteration of grading work. Applications will be available in August.
- Collaborate with regional school district leaders about grading practices, beginning in June.
- Use district professional learning time, GPAC, and principal leadership to reflect on and assess current practice.
- Address grading inconsistencies through the problem-solving process.



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