

Chavez Grading Pillars, Practices, and Policies - DRAFT

<b>Pillar 1: Transparency</b>	
<b>Explanation</b>	<b>Grading Practices</b>
<p><b>Transparency IS:</b></p> <ul style="list-style-type: none"> <li>● Predictable grade calculation</li> <li>● Understanding the significance of the letter grade</li> <li>● Stakeholders understand the meaning of each grade, how grades are achieved, how grades are improved, and what behaviors impact grades                             <ul style="list-style-type: none"> <li>○ → Significance, pathway, and opportunities</li> </ul> </li> <li>● Reliability</li> <li>● Accuracy</li> </ul> <p><b>Transparency IS NOT:</b></p> <ul style="list-style-type: none"> <li>● Assuming stakeholders understand</li> <li>● Daily grade updates: not about frequency</li> <li>● Arbitrary &amp; capricious</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Standardized naming conventions for categories;</li> <li><input type="checkbox"/> Agreed upon weights and averaging mode</li> <li><input type="checkbox"/> Agreed upon # of assignments each quarter</li> <li><input type="checkbox"/> **Agreed upon grading practices (ex: acceptance of late work, points taken off for late work, re do accepted w/ time frame)</li> <li><input type="checkbox"/> Use of rubrics</li> <li><input type="checkbox"/> More communication around significance, pathway, and opportunities</li> </ul>
<b>Pillar 2: Content Knowledge</b>	
<p><b>Content Knowledge IS:</b></p> <ul style="list-style-type: none"> <li>● Grades are aligned to/connected with academic standards</li> <li>● Grades should reflect most recent performance</li> <li>● A reflection of content mastery -- more objective and concrete</li> </ul> <p><b>Content Knowledge IS NOT:</b></p> <ul style="list-style-type: none"> <li>● Behavior based</li> <li>● Biased</li> <li>● Based on time of assignment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Redos and retakes (including weight!)</li> <li><input type="checkbox"/> Standards based assessment</li> <li><input type="checkbox"/> 0-4 scale</li> <li><input type="checkbox"/> Grades based on student work, not on the timing of the assignment</li> </ul>

### Pillar 3: Growth Mindset

**Growth Mindset IS:**

- Giving students ownership of their grades and empowering them to chart a path toward success
- Using grades to measure growth towards mastery
- Encouraging risk-taking and recognizing that risks are a part of the learning process.
- Helping students understand that learning is an ongoing process

**Growth Mindset IS NOT:**

- Oriented toward failure
- A reward/punishment behavior management tool
- A tool for controlling students
- Allowing students to fail
- Comparative

- Redos and retakes (including weight!)
- Academic opportunities / extra support
- Student trackers
- Zeros
- Grading scales

### Pillar 4: Holistic

**Holistic IS:**

- Capturing “academic behaviors”

**Holistic IS NOT:**

- Prioritizing behaviors over content mastery or vice versa

- Separate academic content mastery from mastery of academic and social behaviors
- Look at San Diego “citizenship” for guidance