ThinkCERCA™

HOW-TO-GUIDE

Creating Shared Grading Practices

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Building Consensus + Laying Foundation
7 Steps

1 **Building a Committee or Team**

ILT or specific grading committee
Including grading as a school improvement priority area

2 **Determine school-wide grading principles**

What are Feldman's "pillars"? Grading for Equity
Existing grading policies; reviewing other district policies: San Diego Unified D.C.

3 **Agree upon an averaging mode**

Depending on your software, there may be multiple ways to average

4 **Standardize category names**

By department or by whole school, the Team can:
1. Write down all of their category names; or, list those in your grading system
2. Group those categories into common families and select one name for each family/category.
3. Define the new category and list example assignments.
4. Publicize for all to know.

5 **Agree upon category weights**

Grading Practices

6 **Determining approximate # of assignments per category (per quarter)**

Reach agreement on category weights first – at least by grade level

7 **Run Grade Audit Report 2x per quarter; monitor the above**

Chavez Reports Suite
Monitor improvements over time

Building Your Grading Pillars

1 Be transparent

2 Reflect Content Knowledge

3 Encourage a Growth Mindset

4 Holistic

Transparency is:
- Predictable grade calculation
- Understanding the significance of the letter grade
- Stakeholders understand the meaning of each grade, how grades are achieved, how grades are improved, and what behaviors impact grades
  → Significance, pathway, and opportunities
- Reliability
- Accuracy

Transparency is NOT:
- Assuming stakeholders understand
- Daily grade updates: not about frequency
- Arbitrary & capricious

Grading Practices

☐ Standardized naming conventions for categories

☐ Agreed upon weights and averaging mode

☐ Agreed upon # of assignments each quarter

☐ **Agreed upon grading practices (ex: acceptance of late work, points taken off for late work, re do accepted w/ time frame)

☐ Use of rubrics

☐ More communication around significance, pathway, and opportunities

Building Your Grading Pillars

1
Be transparent

2
Reflect Content Knowledge

3
Encourage a Growth Mindset

4
Holistic

Content Knowledge is:	- Grades are aligned to/connected with academic standards - Grades should reflect most recent performance - A reflection of content mastery -- more objective and concrete
Content Knowledge is NOT:	- Behavior based - Biased - Based on time of assignment

Grading Practices

☐ Redos and retakes (including weight!)

☐ Standards based assessment

☐ 0-4 scale

☐ Grades based on student work, not on the timing of the assignment

Building Your Grading Pillars

1	**2**	**3**	**4**
Be transparent	Reflect Content Knowledge	**Encourage a Growth Mindset**	Holistic

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

Grading Practices

☐ Redos and retakes (including weight!)

☐ Academic opportunities / extra support

☐ Student trackers

☐ Zeros

☐ Grading scales

Building Your Grading Pillars

① **Be transparent** | **②** **Reflect Content Knowledge** | **③** **Encourage a Growth Mindset** | **④** **Holistic**

Holistic is:	● Capturing "academic behaviors"
Holistic is NOT:	● Prioritizing behaviors over content mastery or vice versa

Grading Practices

☐ Separate academic content mastery from mastery of academic and social behaviors

☐ Look at San Diego "citizenship" for guidance

Avoiding Pitfalls

Changing grading practices
may take a long time.

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Collecting data on grading practices is more
difficult than standardized tests.

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What outcomes do you want to see
and how will you measure those?

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Resist the temptation to promote a grading
practice just because it's trendy.

Watch our conversation with Barton Dassinger to learn more!

New to ThinkCERCA? Watch a demo or schedule a meeting.

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CERCA™**