# Grading Practices Alignment - SY 21-22

**Grading Alignment**

The initial alignment work lead by the Learning Leadership Team was implemented (two-years of research and discussion)

- Common Grading Philosophy
- Common Grading Scale
- Common Grade Category Weights (framework focused on value of summative work)
- Common Alpha Indicators for missing work

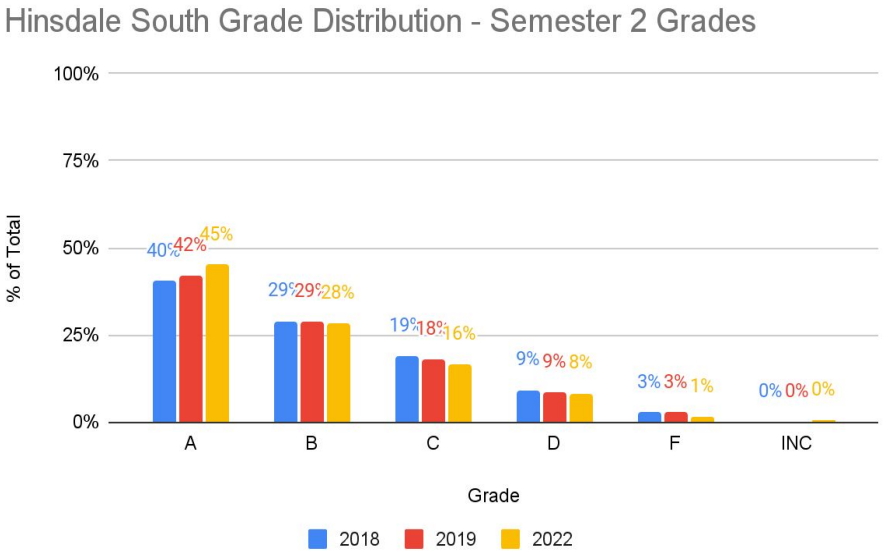
**D86 Grading Philosophy:**

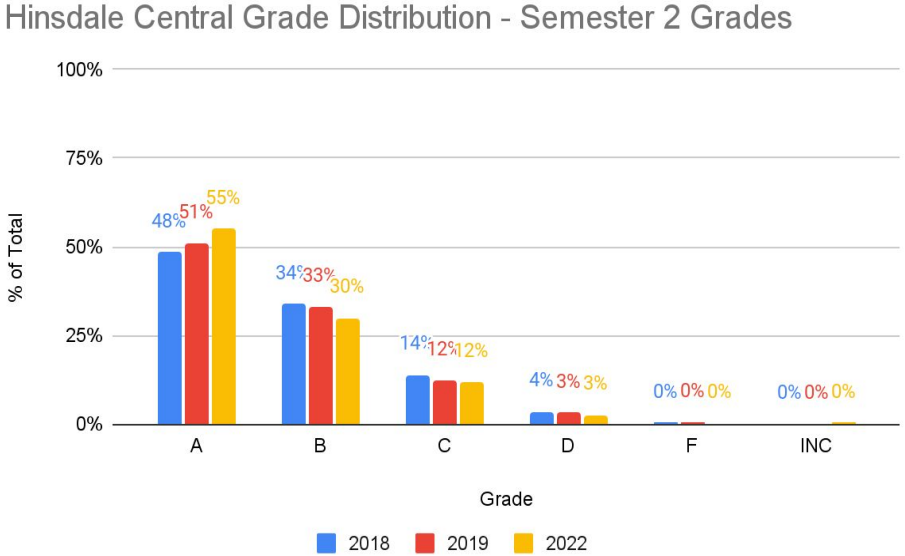
In D86, grades communicate achievement on course objectives and support meaningful learning and growth.

- Gradebooks should be **accurate**, **actionable**, and hold students **accountable**

**Aligned District grading practices are determined by District Curriculum Writing Teams as part of Phase 3 work.**

# Year 1 - Common D86 Grading Practices




**Distribution Summary:**

- Grade of A - upward trend <u>continues</u>: SY 22 similar to growth between 18 & 19
- Grades of B,C,D, F - steady
- Incomplete Grades resolved by end of semester

# Continuous Improvement: Collaboration and Communication around Grading Practices

**From the BOE Meeting (3/11/21) With the goal of continuous improvement we will** "Review / Reflect / Report / Pivot"

**The primary question for all teams this year: "How can we ensure that our aligned grading practices are accurate, actionable, and hold students accountable?"**

**During SY 21-22:**

- LLT review of data, discuss revisions to practices
- PTAC and BOE updates and discussion
- Academic Cabinet, Curriculum Leadership Team (CLT) data review and discussion
- Flex Day discussions: departments and course teams
- Administration (Building and District) listening sessions: visiting department meetings
- Superintendent's Roundtable feedback
- HHSTA Leadership feedback

# Grade Category Weight Revisions for SY 22-23

| | TOTALS | % of total |
|---|---|---|
| 70/30 | 231 | 75% |
| 80/20 | 27 | 9% |
| 85/15 | 7 | 2% |
| 90/10 | 26 | 8% |
| 95/5 | 1 | <1% |
| 100/0 | 9 | 3% |
| Pass/Incomplete | 7 | 2% |

| **Changes from 21-22 to 22-23** | | |
|---|---|---|
| | TOTALS | % of total |
| No change in category weights | 219 | 71% |
| Yes, change in category weights* | 89 | 29% |

**Course Teams used the final 21-22 Flex Days to reflect, discuss, and potentially make revisions to their grading practices in preparation for SY 22-23:**

**Overview:**

1. Shift to a majority of courses with a 70/30 Summative to Formative Weight
2. Aligned shift to higher summative weights for honors/capstone/AP classes
3. 10 courses have added a Learning Readiness category in their gradebook
4. Teams completing curriculum alignment have identical grade weights and reassessment practices
5. All teams completing alignment work (Phase 3) are also aligning reassessment practices

# Grading Alignment Work for SY 22-23

**Staying the Same for 22-23:**

- Common Grading Philosophy
- Common Grading Scale
- Common Gradebook Weights
- Common Alpha Indicator for missing work

- **All course teams will continue to develop Relearning and Reassessment opportunities**
- **LLT will shift back to a study/research team. New members are welcome.**

**Professional Development 22-23:**

When: Wednesday ER, Bite Sized, PGP

Focus: *"Assessment Power Up"*

Individualized or Course Team Learning Opportunities:

1. Core Assessment Concepts
2. Student Self-Assessment
3. Relearning and Reassessment
4. Coaching and Effective Feedback

# Revisions to Grading Practices for SY 22-23

**Overview of Revisions:**

1. The Missing and Essential (ME) indicator will no longer be used. An “M” indicator now represents all missing work. Missing work will no longer automatically translate to an IC grade.
2. When a student does not submit an assignment or take an assessment, they will receive an "M" (Missing), which will be calculated as a ZERO in the gradebook.

**For all grading categories: (Summative, Formative, Learning Readiness)**

- If completed/submitted by the assigned due date, and in alignment with the standard or instructions, the 50-100 Grading Scale will be applied.
- Students in need of additional time must advocate for themselves: students must request and receive approval for an extension from their instructor before the assignment/assessments’ due date and demonstrate that they are taking advantage of academic support services (examples may include:  tutoring, interventionist, early release Wednesdays, before and after school, etc.).
    - Students absent from class on the day an assignment/assessment is due are required to complete the assignment the next school day (unless an extension is approved in advance of the assessment by the instructor).
- "M" scores will remain in the gradebook and will continue to be calculated as ZEROs, so students are highly encouraged to submit assignments/assessments on time.
- For an assignment or assessment to receive credit (and scored on the 50-100 scale) the work attempt must comply with the instructions provided (i.e. completed in good faith).

# Ongoing Communication Plan

**Grading: Summer 22 / Fall 22-23**

- District Communication to D86 staff about grade practice changes
- District Communication to BOE about grade practice changes
- District and Building Communication to Parents/Students about grade practice changes
    - Summer and Fall
- Teacher communication to classes on syllabus and during Curriculum Night
- PTAC discussion and BOE update

**SY 22-23:** With the goal of continuous improvement we will Review / Reflect / Report / Revise (as necessary) to ensure that aligned grading practices are Accurate, Actionable, and hold students Accountable.

**PTAC Discussions**

- Academic Health - August

  Potential Data Sets to Discuss Learning Loss / Recovery:

AP Scores, SAT / PSAT / MAP Growth, Chronic Absenteeism, Grade Analysis, MTSS / Intervention

- SY 22-23 PTAC Meetings - Monthly

  Potential topics include:
    - Curriculum Alignment
    - Continuum of SPED Services
    - Grading
    - Final Exams
    - Earned Honors Pilot
    - College / Career Readiness