



Goals for grading in 2021/ 2022:

- Intrinsically motivate students to learn
- Reduce variance and inconsistency
- Resist bias and bring all students closer to justice
- Improve accuracy

Secondary Grading Alignment Requirements

Teacher practice	In practice	The why
Calculate Letter Grades Based on 90/10 Percentage	<p>90- Summative</p> <ul style="list-style-type: none"> • Offer choice and a variety of assessment types (not just quizzes and tests) including reflection, voice, video, art, project, peer review. • Summative assignments should be linked to standards <hr/> <p>10- Formative</p> <ul style="list-style-type: none"> • Must include feedback for growth such as verbal, written and ongoing feedback/ notes, charts, or rubrics (not just a score) and occur in their learning progression • Should be tied to a standard or learning target that students are aiming to meet in a summative assessment • Should inform teacher instructional moves and student supports, such as intervention or acceleration <p>*May need adjustment based on IEP, 504, or identification ELD</p>	<p>Grades should be based on valid evidence of a student’s content knowledge and skills. Assessments should foster student agency, autonomy and voice in order to be culturally relevant and play off student strengths.</p> <p>HS ONLY- assessments linked to standards will allow students who earn an I to only have to show proficiency in particular areas/ on certain assessments (not the entire course)</p> <hr/> <p>Grading is a form of feedback Formative assessment should create a learning culture with diagnostic feedback. Formative assessment should be multidimensional & show evidence of learning, not only answers.</p>
Remove behavior from assignment grades- students earn grades for learning/ demonstration of skills and knowledge	Students do not lose points for late work. * Assignments in Canvas should remain unlocked through <i>at least</i> the end of a unit.	When we include a student’s behavior in a grade, we’re imposing on all of our students a narrow idea of what a “successful” student is. When

Teacher practice	In practice	The why
	Students do not earn points back through extra credit. *end of unit/ end of quarter/ term limits can apply	students lose points for late work, it makes it difficult to know what students know and have mastered. The same is true about extra credit. It may reflect that a task was completed but it does not necessarily reflect mastery of a standard.
Assign grades based on individual work, no group grades	Assign group projects and ensure that individual learning expectations are clear and measurable.	It's too hard to determine if the individuals have mastered the content in group assigned grades. That doesn't mean group work isn't valuable, it just means the measure of learning and growth should be individualized.
Offer retakes/ alternative assessments for full points on assessment of priority standards.	You can put parameters on # of retakes. You have the option to only assess what a student missed/ did not meet.	There's no clearer message that your teacher cares about you than that they won't let you fail. Very few measures of adult learning are one-and-done. People can retake their driver's tests, their teacher licensing exams, their SATs and MCATs.
Replace NP/ F grades with I (less than 60% on assignments and in course) * this will be the default setting in Gradebook	Students can earn an A, B, C, D, or I * HS only -I final course grades will convert to NP/F if students do not complete the learning. If the student is taking the class P/NP (such as teacher aide) it would be a NP. In most cases it will be an F grade.	Students earn letter grades based on acquisition of skills and knowledge. "I" indicates that student learning is incomplete.

Interested in learning more?

Check out these resources that were used to create this guidance!

[How teachers are changing grading practices with an eye on equity](#)

[Why It's Crucial – And Really Hard – To Talk About More Equitable Grading](#)

[Joe Feldman on Grading for Equity](#)

[Making the Grade- the Happiness Lab](#)

[Now is the time to design a new accountability system](#)

[The case against the zero](#)

[Why you should allow students to retake tests](#)