

2021-2022: Equitable Grading Guidelines

Equitable grading in SPS will be an accurate reflection of a student's mastery toward content and skill standards. Learning is an ongoing experience so the grading system will encourage students to take risks and keep trying. All assessments will measure mastery toward a standard and be made accessible to students with ELL, 504, or IEP status. Additionally, equitable grading in SPS must be bias resistant; grades will omit any behavioral criteria that is subjective (e.g. attendance, participation) from grades so that grades do not reward privilege or punish disadvantage.

ODE Expectations	SPS Equitable Grading Practices	Supports to Meet Guidelines
<p>“Instruction is based on grade-level (or above grade-level) academic content standards.”</p>	<p>Requirements: Focus on Mastery of Priority Standards</p> <ul style="list-style-type: none"> ● Common rubrics and summative assessments to assess learning only toward priority standards in course-alikes ● Common weighting using two categories for like content areas (0-30% formative; 70-100% summative) 	<p>Syllabi Category Weights:</p> <ul style="list-style-type: none"> - 0-30% Formative Assessments - 100-70% Summative Assessments - Eliminate all other categories from syllabi and gradebook weighting <p>Course alike choose the same weighting %s of Formative and Summative</p> <p>When Planning/Teaching:</p> <ul style="list-style-type: none"> - Develop priority standards aligned formative and summative assessments

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<p>“Develop and implement an equitable grading policy.”</p>	<p>Requirements: Bias Resistant</p> <ul style="list-style-type: none"> ● Ensure accommodations are met and incorporated on all summative assessments ● Omit grading based on behaviors or participation that do not align with content learning standards and instructional sequences (e.g. attendance, participation, on-task, respectful, professional) <ul style="list-style-type: none"> ○ <i>Performance-based grades (assessment of students’ physical performance of a task) in CTE, Foreign Language, PE, and Fine Arts are allowed if they align with content standards, are tied to an instructional sequence, and fall into formative and summative categories</i> ● No penalties for late work within school wide deadlines* ● No extra credit <p><u>Recommended:</u> Use Rubric Based Grades to Give Specific Feedback</p> <ul style="list-style-type: none"> ● Staff develop and apply a 0-4 rubric grading system <ul style="list-style-type: none"> ○ 0 = F/I (50%) ○ 1 = D (60-69%) ○ 2 = C (70-79%) ○ 3 = B (80-89%) ○ 4 = A (90-100%) ● Minimum Score: 50% (to address mathematical bias of 0-100 scale) <p>*District will set grading windows for accepting late work. Dates will be widely communicated and publicized (four deadlines every semester).</p>	<p>Syllabi:</p> <ul style="list-style-type: none"> - Remove language re: late work penalties - Remove language re: extra credit - Eliminate participation categories (see category weights, above) <p>When Planning/Teaching:</p> <ul style="list-style-type: none"> - Include, or work with co-teachers to include, accommodations and modifications <p>When Grading:</p> <ul style="list-style-type: none"> - Do not penalize late work submitted by schoolwide late-work windows - Do not include extra credit

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<p>“Regularly report progress to students and families, in alignment with Division 22 requirements.”</p>	<p>Requirements: Communicate Clearly and Engage Parents as Partners</p> <ul style="list-style-type: none"> ● Minimum: 1 update in the gradebook per week, e.g. a grade or a feedback comment on a larger project/assignment (and/or minimum qty of assignments in quarter to substantiate a grade) ● Updated grading deadline (e.g. Friday or Monday) 	<p>When Planning/Teaching:</p> <ul style="list-style-type: none"> - Develop at least 1 formative task/assessment to assist students in monitoring their progress <p>When Grading:</p> <ul style="list-style-type: none"> - Keep gradebook up to date - Agree with course-alike colleagues/depts. when weekly work will be graded and in the gradebook

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<p>“Progress monitor student learning, especially for younger students.”</p>	<p>Requirements: Check For Understanding</p> <ul style="list-style-type: none"> ● Formative assessments provide periodic feedback for teachers and students: it is a “check for understanding” and feedback to adjust instruction for teachers, and learning tactics for students <ul style="list-style-type: none"> ○ Weekly formative assessment (progress check-ins) ○ Formative progress should be visible to families through gradebook ● Formative assessments count for no more than 0%-30% of grade 	<p>When Planning/Teaching:</p> <ul style="list-style-type: none"> - Develop at least 1 formative task/assessment to assist students in monitoring their progress that can done synchronously or asynchronously <p>When Grading:</p> <ul style="list-style-type: none"> - Provide feedback via gradebook with at least 1 entry per week

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<p>“Provide opportunities to re-do, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.”</p>	<p>Requirements: Support Growth Mindset</p> <ul style="list-style-type: none"> ● Re-takes on all assessments and assignments attempted by the schoolwide late work deadlines, for all grades earned. ● Set schoolwide late-work deadlines for all <u>late-work</u> within the semester. <ul style="list-style-type: none"> ○ Dates will be widely communicated and publicized. ○ 4 deadlines every semester. ● Set a schoolwide final deadline for <u>re-doing</u> summative tasks. <ul style="list-style-type: none"> ○ For summative tasks previously attempted by the schoolwide late-work deadlines, students will have to the Friday before the end of the quarter to revise/meet the standard, unless there are mitigating circumstances. ○ Student requirements for re-dos will be developed by department/course alike teams (e.g. 9th grade) <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ● Allow students to re-do only portions of the test that need improvement 	<p>In syllabi:</p> <ul style="list-style-type: none"> - Communicate policy in syllabi - Develop course alike or departmental agreements re: plan to prepare or what steps a student must take to complete a retake. - Ensure students can complete a plan to prepare synchronously or asynchronously - Remove any prior policy that limits or penalizes retakes or late work completion <p>When Planning/Teaching:</p> <ul style="list-style-type: none"> - Return assignments with feedback weekly <p>When Grading:</p> <ul style="list-style-type: none"> - Give full credit for any retake/redos/late submissions