



Guiding Principles for Grading Practices

Grading

- The purpose of grading is to communicate the level of mastery of course content standards and clearly articulated learning targets to various stakeholders, including students and families. (1c Setting instructional outcomes, 4b Maintaining accurate records)
- Teachers should provide clear and timely communication to parents and students as to the grading criteria. (4c Communicating with families)
- Graded assignments should be aligned with content standards. Giving students extra credit or grades for activities (e.g., bringing in canned goods, classroom materials, parent signatures, or participating in non-curricular activities) are not acceptable grading strategies. (1c Setting instructional outcomes)
- Behavior, participation and effort should not be part of the academic grade **unless** it is required for accurate measure of content mastery. (1a Demonstrating Knowledge of Content & Pedagogy, 1c Setting Instructional Outcomes)
- Attendance should not be included as part of the student's grade. (1a Demonstrating Knowledge of Content & Pedagogy, 1c Instructional Outcomes)
- Practices must have consistency within and among departments and schools. (4d Participating in Professional Community, 4f Showing Professionalism)

Assessments of Learning

- Common assessments and rubrics should be collaboratively designed and utilized, so students have clear and consistent expectations for performance levels and grades across synonymous courses. (1a Demonstrating Knowledge of Content & Pedagogy, 1e Designing Coherent Instruction, 1f Designing Student Assessments)
- Teachers provide students with opportunities to demonstrate mastery through a variety of methods.(i.e performance tasks ...) (1b Demonstrating Knowledge of Students, 1f Designing Student Assessments)
- Teachers collect a body of evidence over time that shows student learning. (1e Designing Coherent Instruction, 4b Maintaining Accurate Records)

Assessments for Learning

- Effective instruction includes frequent formative assessments with clear actionable teacher feedback and multiple opportunities to relearn and redo. (1b Demonstrating Knowledge of Students, 3d Using Assessment in Instruction)
- Reteaching, redoing, and reassessing are an integral part of a rigorous instructional cycle that promotes student learning. (1e Designing Coherent Instruction, 3d Using assessment in Instruction)
 - Reassessment procedures are fair, promote continuous learning and growth mindset, and are manageable within the instructional cycle.
 - Teachers exercise professional judgment, within the parameters of required procedures, for reteaching, redoing, reassessment, and collecting evidence of student learning to maximize student achievement.
 - Procedures for reteaching, redoing, and reassessing are supported and monitored by teacher
- Teachers provide ongoing and meaningful feedback on student achievement to students and parents. (3d Using Assessment in Instruction, 4c Communicating with Families)