

PHS Grading Practices Committee January 16, 2019

Present: Doreen George, Andy Korman, Amanda Waite, Eric Moore, Deb Quinn, Kim McGlinchey, Sam Tombarelli, Lisa McAllister, Cynthia Young, George Shea, Mary Lyons

Rethinking Grading book by Cathy Vatterott distributed- quick read and helpful

January 30 TASC block- Student committee is holding an open forum in the Little Theater for any interested students

The website looks great - Tabs include:

- Assessing and Grading
- Formative and Summative assessments
- Retakes and redos & late work
- 21st C skills at PHS
- Meeting minutes

Let departments and staff know about these resources

The committee has talked a lot about all aspects of grading, what goes into a grade, what shouldn't be a part of a grade, policies for handling retakes, redos and late work

Where are committee members on the topic of grading?

Committee members were asked to write down declarative statements about grading and then the committee discussed

Statements on Learning and Grading from Committee (1.16.19)

Belief Statements about Grading

- Grades should reflect what students know and are able to do.
- Academic grades should reflect what is learned, not earned.
- Academic grades should reflect what students can do with their learning.
- Academic grades should reflect cumulative knowledge and skills instead of an average of an average of an average.
- Students have a right to a fair grading policy that strives to ensure that grades accurately reflect student learning.
- Learning varies, but achievement remains fixed. The variation of student learning should be accommodated as much as possible. "One shot learning" demotivates students and interferes with the learning process.
- Students should have the opportunity to form their understanding and gain opportunities for clarification without their grade being substantially impacted.
- Letter grades should mirror the students academic performance in the competency goals.
- Grades should not be clouded by non-academic factors.

- Shift the thought process from student grading to student learning.
- Learning happens naturally when you're focused on learning and not grading.
- Students should be assessed on work habits, but these should not be factored into the academic grades.
- Students should not be denied opportunities to demonstrate their skills and knowledge.
- Educators should prioritize learning and engagement over remembering and compliance.
- While our structure dictates that we have deadlines, the adage that learning is constant and time is the variable, should be a guiding principle.
- All kids should have equal access to all content and learning.

Potential Action Items

- We need time for common exams
- We need greater calibration by department
- Students, parents, teachers, community members all need to know where grades come and how they get reported
- Are we still focused on how zeros impact grades?
- Would like more clarity on standards-based and competency based grading.
- Classes need to be consistent in what they cover and how they cover it, not lock step, but overly similar so students have similar experiences and expectations (both for outcomes and workload)
- It's OK for discrepancies to exist if kids know what they're being graded on.

Observations about the process

- Communication is flowing about grading practices
- The goal is clear that we want alignment
- Concerned about big changes without good reason.
- The grading conversations have helped my department rethink our courses.

Currently the conversation has been about student grading- how do we shift the culture and conversation to student learning?

Mindset- Goal is to ensure learning- no matter when the student demonstrates it

For next meeting (February 20 @ 7:15)

Read the book

Look at resources on the website (add if you have others)