

MBA Middle School

Grading Practices Professional Development Program

The MBA Faculty has collaborated with each other to read professional literature on grading practices, analyze the grading practices of other districts, and develop a new set of practices that better meets the interests of students, parents, and teachers alike.

Year 1

December 8, 2021

- * Introduction of the grading practices discussion - [Anticipatory Questions](#)
- * Explain the why
- * Set the goal of developing a grading philosophy
- * Distribute the *On Your Mark* books
- * Independent reading of the Introduction

January 12, 2022

- * Read Chapter 1 of *On Your Mark*
- * Consider the following thought questions
 - * *Why do we assign grades on student work?*
 - * *What is the purpose of putting a summary grade on a report card?*
 - * *Who is the primary audience for grades and report cards?*
 - * *What information should be communicated on a report card?*
 - * *What is the intended goal of the communication on a report card and how should the information be used?*
- * Meet in Cafeteria to discuss impressions of Chapter 1 and to begin answering some of the initial questions related to developing our philosophy of grading. Script the responses from staff as much as possible and ensure what it typed truly reflects their sentiments. - [RESULTS](#)

February 22, 2022

- * Review and edit grading practices survey ([Draft 1](#)...not used)...What other information do we want to gather?
- * Questions generated from last time...
 - * *Grades serve as signals. Are the grades accurate or adjusted based on relationships, needs, or pressure? If inaccurate, will we miss the signal?*
 - * *How do we motivate students to do work if they are not graded?*
 - * *We want to provide helpful information on the report card that communicates information about the whole child. How will we score work habits? Should we aim to separate work habits from content and skill acquisition?*
- * List of grading characteristics we believe form our philosophy (from last time)
 - * *Audience: Students, Parents/Guardians, Service Providers, and Receiving Schools/Teachers*

** Purpose: Summary grade is an accurate representation of a student's progress/achievement that serves as a talking point for stakeholders for a student to engage in discussion and encourage practices that yield additional growth...*

** Report Cards Communicate: Skill/content mastery, work habits, and comments from teachers; allow for reflective practices from the student and other stakeholders; statement about modified grading*

* Discussed a "modified grading" disclaimer statement for the report card...opinions changed on this

* [Conclusions and discussion was documented on this Doc](#)

March 9, 2022

* Report card comments activity–View sample report cards and ask what do parents actually see on a report card and how valuable is the information in the comments?

* Effort to focus on the disaggregation of content/skills from work habits

March 23, 2022

* Continuation of the [discussion](#) around report cards from last time including the sample report cards

April 27, 2022

* Reviewed a culminating [Google Slides presentation](#) of the work from the 2021-2022 school year on this topic

* Feedback from staff was taken and discussed

* Statement RE IEP/ELL plans does NOT need to be articulated on the report card, but it does need to be clear in the PPT

* Change word "support" to "development"

* [Final grading philosophy](#) agreed upon by staff

May 9, 2022

* Team Leaders were asked which direction they wanted to go for the 2022-2023 school year: work habits rubric or grading practices. They chose work habits.

Year 2

September 30, 2022

* As part of the process for developing our grading practices, we will begin to identify cross-curricular work habits that can be measured in the classroom.

December 12, 2022

* Faculty meeting agenda item

* Finalize the list of work habits that we want to disaggregate (1 Team Meeting in January)

* Establish rubric writing committee to work on attributes of each work habit and write rubric (1/2023-2/2023)

* Review the rubric and provide feedback - Faculty Meeting on 2/13

January 2023

- * Each of our grade level teams engaged in collaborative discussion to prioritize the overarching themes that were generated for work habits through whole group discussion. They came to consensus using a [ballot](#) and prioritized what they preferred. This was done in discussion with administrators—not the team alone.

January 13, 2023

- * Rubric Committee was given time to work on the first draft of the work habits rubric. [Product](#)

January 27, 2023

- * Rubric Committee (not admin) presented the rubric to the faculty. Feedback was recorded on a [document](#) for the committee to review.

February 21, 2023

- * The final rubric was revealed by the committee to the faculty. The presentation specifically focused on how the feedback was incorporated into the final product. The message was clear: we are going to try this one. It will be piloted in the 2023-2024 school year.
- * After the presentation, teachers retreated with their departments to discuss vertical alignment of what each indicator looks like in their content area. These descriptions would need to be put in their syllabus when the plan is rolled out.

April 24, 2023

- * During a Faculty Meeting, faculty were given the time needed to complete the Team Player Survey

April 28, 2023

- * Preparing for *On Your Mark* - Review of Ground Rules and Protocols (*Collaboratively delivered with Dina Senecal*)
- * Team Player Style Survey
- * Irks and Quirks
- * Potential Pitfalls
- * Text Based Seminar Guidelines

Year 3

September Data Team Meeting Agenda

September 15, 2023

- * Review of the Final Word Protocol for Reading *On Your Mark*

Data Team Meeting Agenda with Task Due by October 6

October 6, 2023

- * Staff were given a [slip of paper](#) with a positive statement on it when they walked into the room. This was used to create the groups we would need for the Chalk Talk exercise.
- * Debrief Chapter 2 of *On Your Mark* and Discuss Grading Scales. Teachers were asked to bring their own dry erase marker and to come with their thoughts from the Final Word Protocol they worked through in their Data Team Meeting.
- * Additional discussion and resources were provided around the argument against the 100 point scale. We started the discussion by being transparent with staff and explain that we wanted to truncate the grade scale, but what that looked like was something we wanted to do collaboratively.
- * The [full PD outline is linked here](#) and [presentation slides are linked here](#).

November 13, 2023 (Faculty Meeting)

- * Reviewed grading practices from other districts through a Jigsaw activity. This was a response to the resounding question about what other districts were doing.
- * [Folder of Other Practices](#)
- * [Google Sheet for Information Reporting](#)

December 11, 2023 (Faculty Meeting)

- * [Consensus Building](#)...Grade Scale Next Steps...
 - * What are other schools doing?
 - * Concern about how this looks from a teacher standpoint? (From the paper to the gradebook)
 - * The value of a 0 in connection to student motivation...
 - * The research against the 100 point scale and the arguments for a more condensed scale...
 - * The connection between SES and SHS...
 - * Why are we doing this?
 - * Separation of work habits from content and skills...
 - * The value and purpose of the report card...
- * Grading Practices Next Steps...
 - * Pilot the Work Habits Rubric
 - * Formative vs. Summative Assessments
 - * Retakes...
 - * How do we address late work?
 - * Design the Report Card (Committee)
 - * Finishing the Grading Practices Document
 - * Parent Nights...

December 2023

- * Collaborative discussions were held between administrators. Team Leaders were presented with the proposed grade scale that would then be shared with teachers. The idea was presented at Team Meetings and the intention was to have teachers think about it and use the consensus model from the last meeting to rate where they stood. Feedback was given from teachers to administrators during this meeting.

* Based on the feedback and our continued work trying to finesse the grade scale, it was determined that the system was still flawed. It was not appropriate to move forward. We decided that it might be better to work to mitigate the impact of significantly low grades and 0s rather than change the grade scale. Therefore, it was shared with teachers that the admin heard their feedback and we would redirect our focus on late work, retakes, and other practices.

January 26, 2024

- * Professional development on Formative vs. Summative Assessments
- * [Full presentation slides linked here](#)
- * Staff was given 45 minutes to work through the [newly revised grading practices survey](#) that was broken into sections
- * Afterwards, admin reviewed the responses to determine next best steps for the work to be done

February 16, 2024

- * Discussed Retakes
- * Reviewed our own practices around retakes by reviewing the grading practices survey document
- * Reviewed other districts' practices around retakes
- * Participated in a Chalk Talk around three questions
- * Returned for discussion and some common understandings that we could set for the school
- * Content area teams worked together to develop appropriate retake policies for their areas
- * Presentations and edits were made to these policies

February 20, 2024

- * Discussed late work
- * Reviewed our own practices around late work by reviewing the grading practices survey document
- * Reviewed an article around late work and how to handle it
- * Reviewed other districts' practices around late work
- * Discussed common understandings that we could set for the school
- * Built consensus around a grading policy around late work