

Executive Summary

Prepared for Board of Trustees Meeting

July 29, 2014

Update: New Grading and Assessment Practices

Board Goals

Vision goal I C - remain committed to providing equitable and outstanding opportunities for every student on every campus; Teaching & Learning goal II A – cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students; and Climate goal III D – instill in students a love of life-long learning.

Purpose of Report

For the past two years, the secondary Academic Leadership Team (ALT) and the Secondary Curriculum, Instruction, and Staff Development Department have been examining our grading practices in an effort to make sure our practices support our beliefs about learning, assessment, and grading. The result of that work will be the implementation and phase in of new grading guidelines and procedures for the upcoming school year. The purpose of this report is to provide an update on this process since the discussion with the Board on April 22, 2014.

Objectives

- To review the work of examining our grading practices by the ALT, principals, and teachers
- To reflect on our beliefs about learning, assessment, and grading and how those beliefs shaped our practices
- To review the grading practices to be implemented and phased in for 2014-2015
- To outline the implementation steps underway
- To provide parents and students meaningful feedback with regard to student progress, learning, and mastery of the standards
- To answer parent concerns about the changes

Operational Impact

None

Results

The information presented should help provide a clear picture of the changes in grading practices to be implemented in 2014-2015 at the secondary level. It is also hoped that the information presented will illustrate the comprehensive process that has unfolded which led to these changes, the vast amount of feedback and stakeholder involvement in this process and the upcoming implementation plans. The ultimate goals are to help our students (1) value learning over earning

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points, (2) understand that errors are inherent in the learning process, (3) recognize that feedback is a valuable tool to increase learning, and (4) take personal ownership of their own learning.