

# Executive Summary

## Prepared for Board of Trustees Meeting

### April 22, 2014

## Examining Our Grading and Assessment Practices

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### 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 purpose of this report is to provide an overview of that work and the resulting changes in grading practices to be implemented for 2014-2015.

### Objectives

- To review the work of examining our grading practices by the ALT, principals, and teachers (see timeline document for details).
- To reflect on our beliefs about learning, assessment, and grading and how those beliefs must shape our practices
- To outline the grading practices to be implemented in 2014-2015 (see draft framework document)
- To share the results of the teacher survey and how that input influenced the process (see teacher survey document)
- 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 (see FAQ document)
- To explain the rationale behind moving to a 9 week grading period

### Operational Impact

None

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**Results**

The information provided 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 and the vast amount of feedback and stakeholder involvement in this process. The ultimate goals are to help our students (1) value learning over earning 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.