

Joint DEI/Curriculum Committee of the
Whole
Monday, June 2, 2025 4:00 PM Eastern

Educational Services Building
25345 Taft Road
Novi, MI 48374

I. CALL TO ORDER

II. DEI-SPECIFIC TOPICS:

II.a. End-of-year Report from District DEI Team

II.b. Field Trip Costs Update

III. CURRICULUM-SPECIFIC TOPICS:

III.a. K-4 Literacy supplementary Resources

III.b. 5-12 English Language Arts Pilots 25-26

III.c. Updated Course and Material Proposal Forms and Processes

III.d. 7-12 Grading Reform Efforts Overview

IV. COMMENTS FROM THE AUDIENCE

V. ADJOURNMENT



Curriculum Committee Meeting

June 2, 2025



K-4 Supplementary Materials Considerations

Wildcat Launch

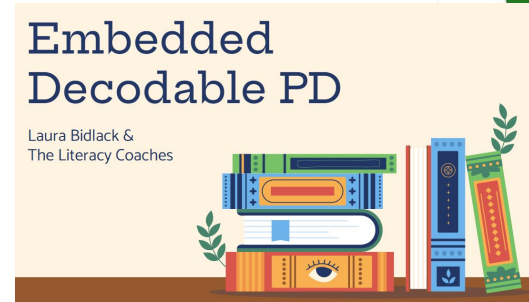
- Moving the currently utilized resource forward for year 2 as a continued pilot; **exploring Bridges in Mathematics**, for this program only, in year 2 as a comparison to their iReady Classroom Math.

K - 2nd Decodables

- Met with all teachers for job embedded PD; Review of considered resources and input/feedback.

3rd - 4th Gr. Text Sets & Readables

- Met with all teachers for job embedded PD; Review of Geodes (3rd) and text set design.



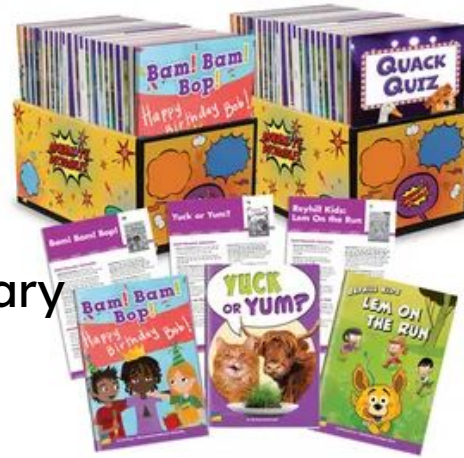
Completed 25 PD sessions, All WCL - 4th grade level teams, including some Interventionists & ELD Staff, through job embedded PD.
Nearly 40 hours of training in April - May!



K-4 ELA Next Steps

Purchases

- We have begun purchasing supplementary materials with the remaining 35J funds. Continuing to purchase, organize and distribute through summer.



Book Room Organization

- Planning summer work for book room re-organization focused around the science of reading: foundational/knowledge building bins.





K-4 ELA Next Steps, Continued...

Professional Learning around Assessment

- Currently training our teacher leadership to understand and support classroom teachers with our Really Great Reading and Wit & Wisdom Assessments. PD Plan for 2025-2026.

Tier 2 Learning, Assessments & Materials

- Beginning plans to support teachers with training, assessments and further materials for classroom level support for our student who may struggle in literacy development.



5-12 ELA Core Material Considerations

ELA Curriculum Cycle Beginning Pilot Year 2025-2026

- Vendor Demos and Materials Evaluation
- Literacy Essentials Document as Rubric
- Rounds for Group Consensus
- **Standards Team Recommendation:**
 - 4 Resources for Consideration
 - Units Selected to create cohesive student experience



"What are the elements of high-quality literacy instruction in Novi Community School District?"

1. Focus on direct instruction for reading comprehension and engaging students to think, speak, and write strategically and critically about complex texts.
2. Use of diverse, culturally responsive core and choice texts.
3. Valuing and building background knowledge to deepen students' contextual pools and understanding texts in a rich and robust way.
4. Explicit instruction in various settings including whole-class, small-group, and one-on-one conferences to meet all students' needs while ensuring equitable participation.
5. Purposeful and authentic common assessment practices, to inform instructional decisions and student goal setting across all literacy domains.
6. Cultivating students' identities, interests, and motivation as lifelong readers, writers, and learners.
7. Explicit, systematic, and research-based instruction of foundational skills: reading, writing, vocabulary, and conventions.
8. Developing and sustaining student self-efficacy to critically examine texts in the world around them.
9. Aligned scope and sequence to ensure students are intentionally building more complex skills and understandings across grades and buildings.
10. Embedded professional learning (coaching, learning labs, leveling performance standards) to continuously and systematically enhance instructional strategies and promote teacher efficacy.



5-12 ELA Core Material Considerations

Selected Resources:

5 - 8



9-12



5 - 12



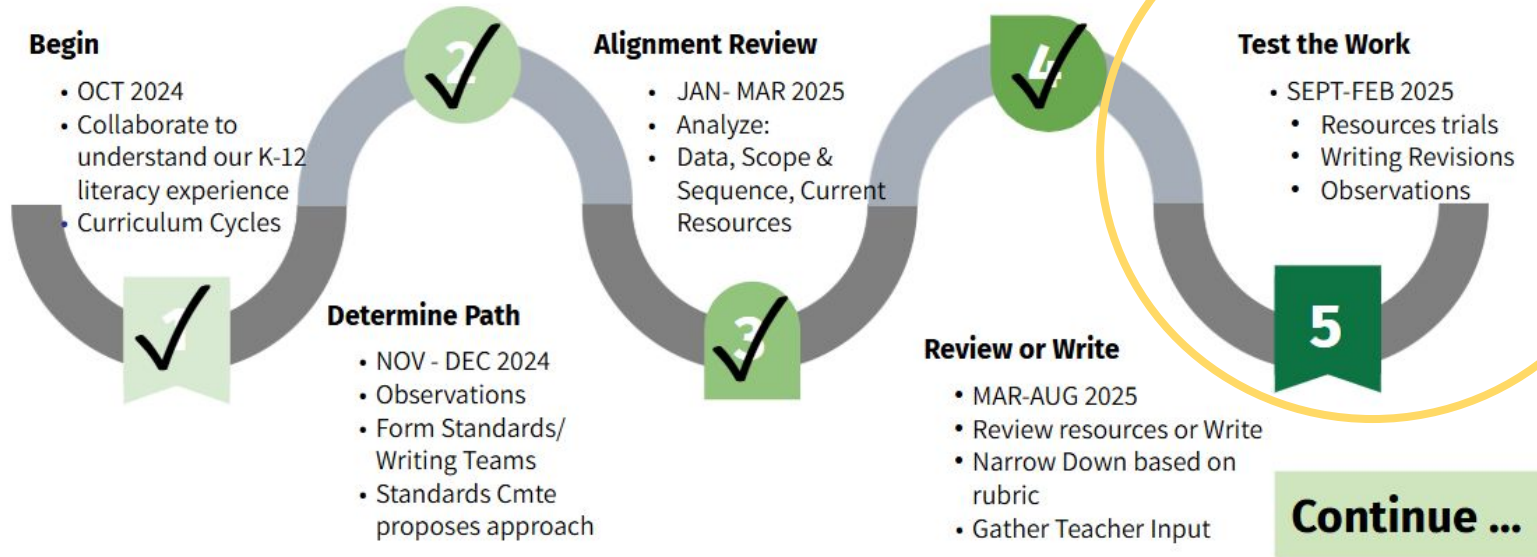
5 - 12





5-12 ELA Core Material Considerations

ELA Curriculum Cycle Timeline



March/April 2026: Make recommendations on selection and purchasing

August 2026: Implementation of 5-12 ELA Curricular Resource



CORE CURRICULUM MATERIALS PROPOSAL PROCESS

This document outlines directions for proposing the adoption of materials that are core components of a course, as defined below. For other materials such as equipment, consumable items for teaching and learning, or orders for additional copies of already approved materials still in use, the requester should complete a TLD Purchase Request Form. Direct questions to the Director of Curriculum and Assessment.

Since gathering team feedback is easier using shared Google Documents, the review team will need to complete the tables in steps 2 and 3 on this document. The rest of the process is done using the *Core Curriculum Materials Proposal Form* found on Staff Links. This document must be attached to that form in order to complete the proposal process.

CORE CURRICULUM MATERIALS DEFINED

“Core curriculum materials” shall include any print and non-print resources such as textbooks, software, web-based products, assigned titles of literature, modules or kits that are integral to a course or curriculum content area and that are required for each student in a course to use. Core curriculum materials may be referenced in curriculum units in NCS&D’s Atlas Curriculum warehouse. The term “textbook” is sometimes used to refer to a major informational resource(s), digital or bound material, required for use by students in a major portion of a course. Textbooks are considered core curriculum materials.

Other “non-core” curriculum materials may include resources that are optional or not required for each student to use to succeed in the course. For example, articles, optional literature, and videos that teachers may use to supplement their instruction, but are not required to be used in the course would not be core curriculum materials. These materials do not need to follow the process outlined in this document.

PROCESS OVERVIEW

Step 1 Review Team & Initial Proposal	Form a review team and initiate the <i>Core Curriculum Materials Proposal Form</i> found on Staff Links. Upon approval continue to step 2.
Step 2 Material Information	Identify at least <u>3 resources</u> to consider for adoption and detail them in the <i>Core Curriculum Materials Proposal Form</i> .
Step 3 Material Evaluation	Evaluate all resources considered using the material evaluation tables in this document. Attach a PDF of this Google Document to the <i>Core Curriculum Materials Proposal Form</i> .
Step 4 Material Recommendation	Make your recommendation by completing the <i>Core Curriculum Materials Proposal Form</i> .
Step 5 Approval and Purchasing	When notified of board approval, complete a Purchase Request form found on Staff Links.

Step 1: Review Team & Initial Proposal

Core curriculum materials must be reviewed by a team composed of:

- 1 Lead: This should be a Content Area Leader, though it can be another educator when that is more appropriate. This person will be the main contact person for the proposal process and will complete and submit all forms
- 2+ Educators: Two or more educators from content and grade-level areas who will be teaching using the materials.
- 1 Admin: A school building-level administrator at the location or level of use of the materials. This proposal process cannot proceed without approval from this administrator.
- 1 Tech Rep: An instructional technology representative; only if any technology hardware or software is required of the proposed materials.

Once the review team is identified and has administrator approval, complete **Step 1: Review Team & Initial Proposal** section on the *Core Curriculum Materials Proposal Form* on Staff Links. The Teaching and Learning Department will review and respond to the request. If the team receives initial approval, move on to step 2.

Step 2: Material Information

Record details of all the materials reviewed by the team in the tables under **Step 2: Material Information** on the *Core Curriculum Materials Proposal Form*. At least three resources should be considered for recommendation by the review team. Leave blank any fields that do not apply to the resource. For example, edition number and ISBN will only apply to textbooks.

Step 3: Material Evaluation

The Teaching and Learning Department requires a minimum of 3 similar resources be evaluated, except in special circumstances, before making a recommendation. The Material Evaluation tables below outline criteria to be considered when selecting a resource. The review team should complete an evaluation table for each resource considered directly in this document. A PDF copy of this Google Doc must be attached to the *re Curriculum Materials Proposal Form* to complete **Step 3**.

Only one table from the review team for each resource is required by the TLD to consider the proposal. However, if a review team member has different opinions from the whole, they are welcome to complete their own version of the table and add it below.

If more tables are needed, copy and paste them below this heading.

Proposed Core Course Material Evaluation Table #1

Review Team Member(s) authoring this table:					
Title of Text or Resource:					
ISBN or Item Number:					
Score Criteria: Score 5 through 1 based on agreement. Score N/A if the criterion does not apply.	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree
	5	4	3	2	1
The resource...	SCORE	Support: Explain your score with reasoning and/or examples			
aligns with state and local curriculum standards and learning objectives					
is appropriate for the target age range of student users					
supports higher order thinking, understanding, meaning making, and transfer of concepts					
develops essential knowledge and skills that reflect up-to-date, accurate content					
reflects current evidence of best practice in the content area					
provides a variety of cultural perspectives and representation					
is user-friendly and accessible by students with a diverse range of abilities and backgrounds					
is easy for the educator to use effectively					
offers valuable supplemental components and teacher resources that align with curriculum objectives					
Other Comments: (other strengths, weaknesses, biases...)					
Recommend material for adoption?			<input type="checkbox"/> Yes <input type="checkbox"/> No		

Proposed Core Course Material Evaluation Table #2

Review Team Member(s) authoring this table:					
Title of Text or Resource:					
ISBN or Item Number:					
Score Criteria: Score 5 through 1 based on agreement. Score N/A if the criterion does not apply.	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree
	5	4	3	2	1
The resource...	SCORE	Support: Explain your score with reasoning and/or examples			
aligns with state and local curriculum standards and learning objectives					
is appropriate for the target age range of student users					
supports higher order thinking, understanding, meaning making, and transfer of concepts					
develops essential knowledge and skills that reflect up-to-date, accurate content					
reflects current evidence of best practice in the content area					
provides a variety of cultural perspectives and representation					
is user-friendly and accessible by students with a diverse range of abilities and backgrounds					
is easy for the educator to use effectively					
offers valuable supplemental components and teacher resources that align with curriculum objectives					
Other Comments:					
Recommend material for adoption?	<input type="checkbox"/> Yes <input type="checkbox"/> No				

Proposed Core Course Material Evaluation Table #3

Review Team Member(s) authoring this table:					
Title of Text or Resource:					
ISBN or Item Number:					
Score Criteria: Score 5 through 1 based on agreement. Score N/A if the criterion does not apply.	Strongly Agree	Agree	Neutral/ Undecided	Disagree	Strongly Disagree
	5	4	3	2	1
The resource...	SCORE	Support: Explain your score with reasoning and/or examples			
aligns with state and local curriculum standards and learning objectives					
is appropriate for the target age range of student users					
supports higher order thinking, understanding, meaning making, and transfer of concepts					
develops essential knowledge and skills that reflect up-to-date, accurate content					
reflects current evidence of best practice in the content area					
provides a variety of cultural perspectives and representation					
is user-friendly and accessible by students with a diverse range of abilities and backgrounds					
is easy for the educator to use effectively					
offers valuable supplemental components and teacher resources that align with curriculum objectives					
Other Comments:					
Recommend material for adoption?			<input type="checkbox"/> Yes <input type="checkbox"/> No		

Step 4: Material Recommendation

The review team makes a recommendation by completing the Material Recommendation section of the *Core Curriculum Materials Proposal Form* they started in Step 1. Considerations for that section are listed below for the team to reference.

Considerations:

- How does this resource align to NCSD's curriculum and/or Michigan standards?
- Why is this resource preferable to others reviewed? (i.e. quality, cost, usability, accessibility, etc.)
- What preparations will the district need to consider with adoption? (i.e. start up needs, training, data collection, ongoing costs, maintenance, etc.)
- What costs are involved? (A vendor's quote is required for consideration)

Step 5: Approval and Purchasing

Once parts 1 through 4 are completed, the Teaching and Learning Department will review the proposal. The TLD may reach out to the review team to ask questions. If approved, the TLD will forward on the *Core Curriculum Materials Proposal Form* to the board for discussion at a board meeting.

If the board is satisfied with the proposal, it will schedule a vote for approval for the following board meeting. Upon receiving board approval, the review team lead will be notified.

The review team must use the vendor quote from Step 4 to complete a [Purchase Request](#) form, found on Staff Links, to ensure the materials are ordered. The TLD will consult the review team in making any adjustments needed to ensure the right materials are purchased at the best cost.



TEACHING AND LEARNING

New Course and Core Curriculum Proposal Timeline

Required Forms and Processes Based on Proposal Type

Core Curriculum Materials for an Existing Course	Core Curriculum Materials Form	
A New Course Only - without new Core Curriculum Materials	Course Proposal Form	
A New Course along with Core Curriculum Materials for the course.	Core Curriculum Materials Form	Course Proposal Form

CORE CURRICULUM MATERIALS DEFINED

“Core curriculum materials” shall include any print and non-print resources such as textbooks, software, web-based products, assigned titles of literature, modules or kits that are integral to a course or curriculum content area and that are required for each student in a course to use. Core curriculum materials may be referenced in curriculum units in NCSD’s Atlas Curriculum warehouse. The term “textbook” is sometimes used to refer to a major informational resource(s), digital or bound material, required for use by students in a major portion of a course. Textbooks are considered core curriculum materials.

Other “non-core” curriculum materials may include resources that are optional or not required for each student to use to succeed in the course. For example, articles, optional literature, and videos that teachers may use to supplement their instruction, but are not required to be used in the course would not be core curriculum materials. These materials do not need to follow the process outlined in this document.

Course Proposal (Including Associated Core Materials) Timeline

By Sept 15	Step 1: New Course Proposal Form submitted to TLD Step 1: Core Curriculum Materials Form (for the proposed class) submitted to TLD (If needed)
By Oct 1	Following TLD approval of Step 1, Step 2 of the New Course Proposal form Submitted to TLD for approval. Following TLD approval of Step 1, Step 2,3,4 of Core Curriculum Materials form submitted to TLD.(If needed)
By November	New Course Proposal Form goes before the Board Curriculum Committee (Once approved by Asst Supt of Teaching & Learning, it can be advertised as pending board approval) Following TLD approval of Step 1, Step 2,3,4 of Core Curriculum Materials form submitted to TLD.
By December	New Course and associated Core Materials (if needed) Approved by the School Board

Core Curriculum Materials Timeline if Not Part of a New Proposed Course

By December 1	Step 1: Core Curriculum Materials Form submitted to TLD
By February 15	Following TLD approval of Step 1, Step 2,3,4 of Core Curriculum Materials form submitted to TLD.
By March	Core Curriculum Materials Form (and a copy of the textbook) go before the Board Curriculum Committee
By April	Board Approval



COURSE PROPOSAL FORM

Please follow the process below to propose a new NCSD course or program offering. Direct any questions to the Director of Secondary Education.

DEFINITIONS:

The term "course" is defined in this process as:

- any class a student can be enrolled in through the master schedule,
- any assigned period where a student is presented a unique curriculum

This does not include extra-curricular programs or special instruction as directed by a 504 or IEP.

Step 1: Planning Team

A course proposal must be completed by a planning team consisting of:

- 1 or more educators sponsoring the development of the course
- 1 school building-level administrator at the location of adoption
- 1 Content Area Leader
- *1 instructional technology representative
 - *(if any technology hardware or software is part of the proposal)

One member of the review team, designated as the "Planning Team Lead," will be the main contact person for the adoption process. This person can be the CAL, building-level admin, or other educator.

Important Materials Notice: If the proposed course requires core instructional materials (e.g., a textbook), please initiate the Core Course Materials Adoption Process at the same time as this proposal.

Detail the proposed resource and review team below. Once **Step 1: Review Team & Initial Proposal** is approved by the appropriate Director of Education, move on to **Step 2**.

Proposed Course Name			
Grade Level(s)		Content Area/Department	
Rationale: Why is this resource needed? What needs does it meet?			
Evidence/Research Support for Course Proposal: (Why do we need this course? Cite or link any research or best practice supporting a need for the course. Supporting data, student requests, needs assessment, etc.)			

Course Length: (one or more marking periods/semesters/years, etc.)	
Meetings: (how often would course meet each week - how many minutes)	
Sequence: (one course or a series, list sequence, etc..)	
Credits Earned: (outline credits per course if sequence, etc..)	
Grade Information: (outline grade details; required? posted to transcript? GPA impact? etc.)	
MMC Requirements: (detail any Michigan Merit grad requirements this course would satisfy)	
Prerequisites: (requirements for admission: i.e. coursework, application, etc.)	

Course Proposal Planning Team				
	Team Role	Last Name	First Name	Email
1	Team Lead			
2	Administrator			
3	CAL			
4	Counselor			
5	*Inst Tech Rep			
6	*Add'l Educator			
7	*Add'l Educator			
8	*Add'l Educator			
9	*Add'l Educator			
10	*Add'l Educator			

* Include if necessary

APPROVAL - Step 1

Staff	Signature	Date	Action
Team Lead			
Notes:			
Review Team Administrator			
Notes:			
TLD Director of Education			
Notes:			

Upon approval of Step 1, complete Step 2.

Step 2: Proposed Course Information

Complete the following tables for the proposed course. Leave blank any fields that do not apply to the course.

Proposed Course Overview and Rationale	
Proposed SCED Code (consult building administrator)	
District Goals: (What district goals or plans does this course help achieve?)	
Course Standards: (Link or identify the standards the course will be based on.)	
Impact on Scheduling: (Outline any expected impact on student enrollment in other courses, impact on scheduling or subsequent course opportunities.)	
Projected Enrollment: (Estimate of expected initial enrollment numbers and estimated rate of growth.)	
Scope and Sequence: (Link or attach a rough overview of units, goals, and assessments.)	

Course Description: (paragraph describing course <u>as it would appear in the course catalog</u>)	
Implementation: (Detail any considerations the district will need to make upon adoption. This might include steps for getting started, training, data collection, ongoing or annual costs, maintenance, etc..)	
Total Cost: (Total from Budget Sheet below)	

Proposed Course Budget Sheet			
Budget Type	Description	Cost Estimate	Funding Source (if known)
Capital Objects: (One time start-up capital outlays such as reusable technology, machines, equipment)			
Non-Capital Start-Up: (One time start-up costs such as training,application process to outside entities, or other disposables)			
Core Curricular Materials: (Texts, etc.) If needed, please also submit a Core Curriculum Materials Proposal Form.			
Recurring: (Yearly costs, subscriptions, etc)			
Total:			

Step 2: Approval Process

Staff	Signature	Date	Action
Proposed by: Team Lead			Submitted
Notes:			
Planning Team Administrator			
Notes:			
TLD Director of Education			
Notes:			
TLD Assistant Superintendent			
Notes:			
Request is Denied/Form is Completed			
Notes:			
Board Review of Proposal Executive Asst, Superintendent & BoE			Expected Board Review Date:
Notes:			
BoE Decision			
Notes:			
cc Form to Building Admin			



CORE CURRICULUM MATERIALS PROPOSAL FORM

See the [Core Curriculum Materials Proposal Process](#) in Staff Links for complete directions.

Step 1: Review Team & Initial Proposal

Core curriculum materials must be reviewed by a team composed of:

- 1 Team Lead: This person will be the main contact person for the proposal process and will complete and submit all forms. Ideally a Content Area Leader or other lead educator.
- 1 Team Admin: A school building-level administrator at the location or level of use of the materials. This proposal process cannot proceed without approval from this administrator.
- 2+ Educators: Two or more educators who are potential users of the materials.
- 1 Tech Rep: An instructional technology representative if any hardware or software is required.

Detail the proposed resource and review team below. Once **Step 1: Review Team & Initial Proposal** is approved by the appropriate Director of Education, move on to **Step 2**.

Course or Content Area Name	
Grade Level	
Proposed Type of Resource: (textbook, software, etc.)	
Rationale: Why is this resource needed? What needs does it meet?	

Review Team Role	Last Name	First Name	Email
1 Team Lead			
2 Administrator			
3 Educator 1			
4 Educator 2			
5 *Inst Tech Rep			
6 *Add'l Educator			
7 *Add'l Educator			
8 *Add'l Educator			
9 *Add'l Educator			
10 *Add'l Educator			

* Include if necessary.

APPROVAL - Step 1

Staff	Signature	Date	Action
Team Lead			
Notes:			
Review Team Administrator			
Notes:			
TLD Director of Education			
Notes:			

Upon approval of Step 1, complete Steps 2 through 4.

Step 2: Material Information

List basic information for all resources reviewed by the team in the tables below. At least three resources should be considered for recommendation by the review team. Move to Step 3 when complete.

Resource #1	
Title of Text or Resource	
Link to Resource Website	

Resource #2	
Title of Text or Resource	
Link to Resource Website	

Resource #3	
Title of Text or Resource	
Link to Resource Website	

*Resource #4	
Title of Text or Resource	
Website for Resource	

* Include if necessary. Only three resources are required to be reviewed.

*Resource #5	
Title of Text or Resource	
Website for Resource	

* Include if necessary. Only three resources are required to be reviewed.

*Resource #6	
Title of Text or Resource	
Website for Resource	

* Include if necessary. Only three resources are required to be reviewed.

Step 3: Material Evaluation

This step is completed using a Google Doc because the evaluation forms are easier to collaborate on and complete in that format. Open a copy of the [Core Curriculum Materials Proposal Process](#), if you have not already, and complete the evaluation forms for all resources considered. When complete, attach a PDF copy of that document to this form (see attachments at top of page). Then complete Step 4.

Step 4: Material Recommendation

After attaching a copy of the Core Curriculum Materials Proposal Process with completed tables for Step 3, make your recommendation by completing the table below.

Alignment: How does this resource align to NCSD's curriculum and/or Michigan standards?

Preference: Why is this resource preferable to others reviewed? (i.e. quality, cost, usability, accessibility, etc.)

Implementation: What preparations will the district need to consider with adoption? (i.e. start up needs, training, data collection, ongoing costs, maintenance, technology, etc.)

Total Estimated Cost:

Attach the vendor's quote at the bottom of this form.

	Signature	Date	Action
Team Lead			
Notes:			
Tech Dept. Review			
Notes:			

APPROVAL - Steps 2-4

Step	Director of Education Signature	Date	Action
Step 2: Material Information			
Step 3: Material Evaluation			
Step 4: Material Recommendation			
Notes:			
Step	Asst. Superintendent of Teaching and Learning	Date	Action
Materials Proposal Review			
Notes:			

Step	Acknowledgment	Date	Action
Request is Denied/Form is Completed			
Notes:			
Board Review of Proposal Executive Asst, Superintendent & BoE			Expected Board Review Date:
Notes:			
BoE Decision			
Notes:			

7-12 Grading Reform Efforts Overview

*Board Curriculum
Committee*

June 2, 2025



Grading Board Policy



This work is in alignment with Board Policy 5418, which states that "The Superintendent or designee will develop and implement student **grading guidelines** to be used by teachers. The objective of grades is to quantify and report each student's academic achievement."





Grade Leadership Team



- ◆ Mike Giromini Assistant Superintendent of Teaching & Learning
 - ◆ Emily Pohlonski Director of Secondary Education
 - ◆ Nicole Carter Principal, Novi High School
 - ◆ Rob Baker Principal, Novi Middle School
 - ◆ Kathleen Ader Instructional Coach
 - ◆ Laura Khalil Instructional Coach
 - ◆ Jacqueline Boboige Administrative Assistant for Teaching and Learning
 - ◆ [Teacher Leaders](#) Representing Novi High School and Middle School
- 
- 

Grading Principles

Systemic

Consistent district- and PLC- level grading practices

Accurate

Grades reflect mastery of content and skills, not behaviors

Timely

Feedback must be timely so students can use it to improve learning

Clear

Grades communicate information that is usable for all

23-24 & 24-25 Grading Pilots: Beyond the Scale

Scores

Every score entered in a gradebook is a 4,3,2,1,or 0.
No fives. No decimals.

Scale for Final Calculations

A = 3.5+ No pluses or
B = 2.5+ minuses:
C = 1.5+ consistent with
D = 1.0+ GPA calculation.
E = 0

Weights

90% + of grade must be from summative assessments.

Score Meaning

A 4 meets the target. 4 is not perfect or exceeds expectations.
A 4 is attainable.

Rubrics

Required for all tasks. Must be shared by assignment of task.
Must detail success criteria.

Reassessment

Multiple opportunities on summative tasks required.
Format details in syllabus.
(i.e. spiral, redo, retake, etc.)

Grade Adjustment

No rounding at any point.
No curving of any kind.

Extra Credit

No extra credit tasks.


Late Work

No grade penalties.
Can have deadlines.



Comparing Grading Scales

Traditional Grading	<u>Piloted</u> Grading Scale
A (90-100%)	A (4) [3.5-4]
B (80-89%)	
C (70-79%)	B (3) [2.5-3.49]
D (60-69%)	
E (0-59%)	C (2) [1.5-2.49]
	D (1) [1-1.49]
	E (0) [0-0.99]



World Language Writing Rubric Example

Writing Rubric	0- E	1- D	2- C	3- B	4- A
Accurate grammar	No attempt was made OR more than 9 mistakes were made in grammar.	Many errors in grammar that affect comprehension 7-8 errors	Many errors in grammar that affect comprehension 5-6 errors	Some errors in grammar that may affect comprehension 3-4 errors	No errors or few errors in grammar that do not affect comprehension 1-2 errors
Accurate spelling/accents	No attempt was made OR more than 9 mistakes were made in spelling/accents.	Many spelling/accent errors that affect comprehension 7-8 errors	Many spelling/accent errors that affect comprehension 5-6 errors	Some spelling/accents errors that may affect comprehension 3-4 errors	No (or few) spelling/accent errors that do not affect comprehension 1-2 errors
Variety / Style	No attempt was made OR more than 9 mistakes were made in using a variety of vocabulary/style words.	Repetitive, little to no variety 7-8 errors	Repetitive, little to no variety 5-6 errors	Basic vocabulary and sentence structure may have repeats 3-4 errors	Accurately uses a wide (or some) variety of vocabulary and expressions (2 +style words) 1-2 errors
Comprehensibility of the response	No attempt was made OR more than 9 mistakes were made in comprehensibility of the response.	Word choice/order makes the response very difficult to comprehend. 7-8 errors	Word choice/order makes the response very difficult to comprehend. 5-6 errors	Able to respond with some comprehensibility with some accurate word choice/order. 3-4 errors	Accurately (or mostly accurately) able to respond in a complete and comprehensible manner word choice/order. 1-2 errors

3

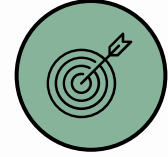
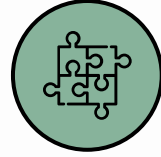
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2

3

Traditional: 12/16 = 75% C Integer: 3 B

Grading Leadership Feedback Stages



GLT #1

- Shared Pilot Feedback
- Proposed Changes
- Revised Timeline

Feb/March

- Gather Teacher feedback
- Teacher PD
- Parent/Student Focus Groups

GLT #2

- Review Teacher, Student, Parent Feedback
- Revisit Grade Scales +/-
- Handbook Groups

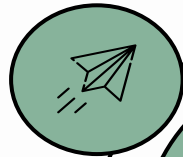
April/May

- Teacher PD
- Share Finalized Timeline
- Finalize Grading Guidance

Stakeholders Agree on a Common Challenge

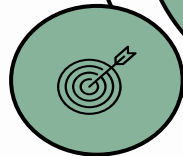
Student Focus Groups

Over 50 representative and randomly students



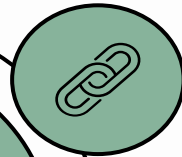
Teachers

Grade Leadership team, union leadership, plus larger opportunities for feedback at PD.



Parent Focus Groups

All HS parents were invited. Both in person & Zoom options.

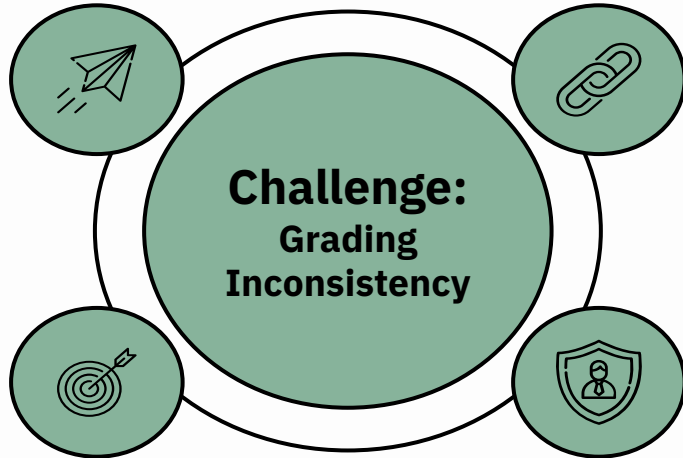


Administrators

Building Administrators partnered with TLD to support this work.



Challenge:
Grading
Inconsistency



Finding the Right NCSD Grading Scale

- ✓ No single way to implement research-based grading principles
- ✓ We must establish a ***shared*** approach to ensure clarity and consistency





New NCSD Grading Scale

NCSD 7-12 Grading Scale

A	3.68-4.0	B+	3.20-3.43	C+	2.44-2.67	D+	1.68-1.91	E	0-1.15
		B	2.92-3.19	C	2.16-2.43	D	1.40-1.67		
A-	3.44-3.67	B-	2.68-2.91	C-	1.92-2.15	D-	1.16-1.39		

+/- still does not impact GPA

9-12 Traditional Grading Scale (For Use in the 25-26 School Year Only)

A	93.0-100.0%	B+	87.0-89.9%	C+	77.0-79.9%	D+	67.0-69.9%	E	0-59.9%
		B	83.0-86.9%	C	73.0-76.9%	D	63.0-66.9%		
A-	90.0-92.9%	B-	80.0-82.9%	C-	70.0-72.9%	D-	60.0-62.9%		

No A+'s on Either Scale

Based on Parent Input
Adding back in +/- for more nuanced feedback



NCSD Grading Shifts for 7-12 Starting August 2025

- **Common Summative Assessments** are consistent in content and delivery across all sections of a course, with identical titles, weights, and point values in the gradebook.
- **Reassessment opportunities** provided on all summative assessments for all students. All members of each PLC must be consistent on additional policies around the way reassessments are administered.
- **Clear communication** of these shifts in grading procedures to students and families.

By District & Building
leaders, AND Teachers
(especially their PLC
specific choices)

For this August

High School

Everyone

- Common Summative Assessments
- Reassessments Opportunities on All Summatives
- Clear Communication

Choose AS a PLC:

(Common FOR All Teachers of a Course)

- NHS 100 Point Traditional Scale
- OR**
- New NCSD Scale (4-point)

Next August

NHS 26-27

Everyone Moves to an NCSD Scale DECIMALS PERMITTED

Rubric: Detail Success Criteria Shared when assigning tasks

Score - 4 is attainable (No 5's)

Late Work: No penalties (can have deadlines)

Weights: 90% Summative (Min)

Prep for...



Gradebook Categories



Summative

- 90% or More of Overall Grade
- Common by PLC
- Evidence for how well students have mastered the content.
- Broken into sub categories by unit, domain, or learning target clusters.
- Can be small or large — Ex: quick quizzes, unit tests, projects, or papers

Practice

- 10% or Less of Overall Grade
- May vary by teacher
- Track experiences earlier in learning process



▼ U1 Foundations (10%) 3.33	
U1 Quick Quiz	1/31/25 11:59pm  4/4
U1 Quiz	2/03/25 11:59pm  3/4
CE1 U1	3/05/25 11:59pm  3/4
U1 Exam 2	4/25/25 11:59pm  3/4
▼ U2 Big Bang (18%) 3.67	
U2 Quick Quiz	2/28/25 11:59pm  3/4
U2 Quiz	3/03/25 11:59pm  3/4
CE1 U2	3/05/25 11:59pm  4/4
U2 Exam 2	4/25/25 11:59pm  4/4
▼ U3 Stars (18%) 3.5	
U3 Quick Quiz score	3/14/25 11:59pm  4/4
U3 Quiz	3/20/25 11:59pm  3/4
U3 Exam 2	4/25/25 11:59pm  3/4

Reassessment

Provides multiple pieces of evidence for **ALL** Summative assessments

PLC's must be common in:

- **Method** - spiral, retake, etc.
- **Grade Calculation** - Drop lowest, most recent, or average
- **Criteria for Eligibility** - ex: completion of Homework for a unit
- **Cutoff Dates** - ex: 10 school days from when students receive feedback