



Equitable Grading

Dr. Denise Johnson & Dr. Anna Isley

May 30, 2024



Sum and Substance

- Overview of Equity-Based Grading
- Grading Procedures
- Transition Plan & PL Support
- Communication
- Questions/Concerns

Strategic Plan 2023-2028

Priority 1: Increase Academic Achievement

- All CCS learners will have access to rigorous, inclusive, and relevant learning experiences.
- **Target 6:** Increase percentage of classes or subject areas that use equitable grading practices.
- **Strategy 6:** Complete thorough practices across the division, and develop a division policy on equitable K-12 grading and assessment practices.

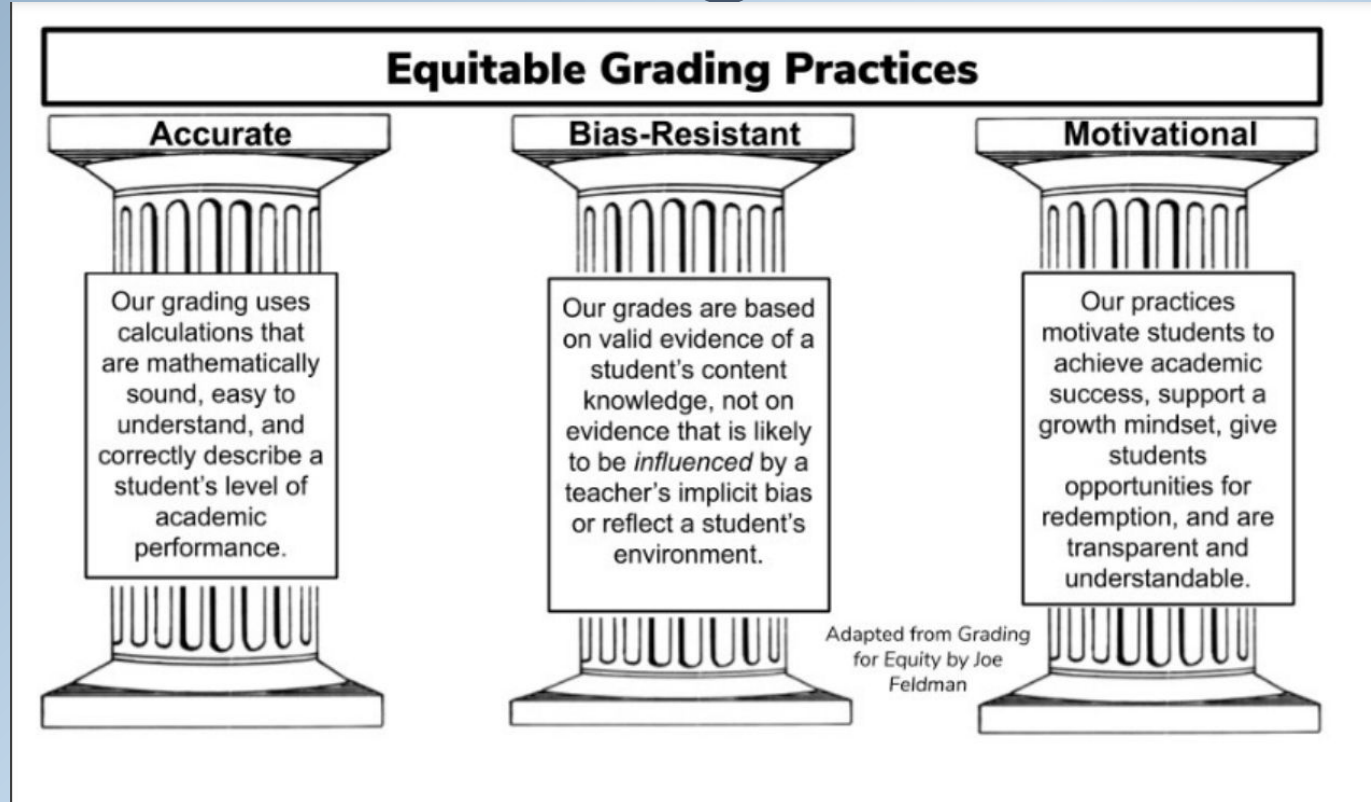


A Continuation of Work and Learning

- History of Standards-Based Grading work in CCS
- Book Study: *Grading for Equity* by Joe Feldman
- Grading Committee
- [Standards-Based Grading Roundtable](#): What We've Achieved and Where We're Headed-EducationWeek PL webinar

Equitable Grading Practices

Equitable grading is a research-based practice of reporting only a student's understanding of the course content (standards).~Joe Feldman, founder and CEO of Crescendo Education Group,



CCS Equitable Grading Practices

- Students' grades should communicate their level of mastery and understanding of standards. CCS believes in supporting student achievement and success, and teachers should continuously monitor and follow up with students regarding their progress to ensure students are able to demonstrate their understanding.

Grading Procedures

- K-12 guidance document on procedures for consistent and equitable grading
- Will be reviewed in schools with all teachers
- Includes guidance on
 - Types of assessments and assignments and quantities
 - Missing or incomplete assignments
 - Reassessment
 - Feedback and communication of grades
 - Considerations for English Learners and students with disabilities



CCS Standards-Based Grading Transition Plan

24-25

25-26

26-27

27-28

Planning Year

- Science: 6, 7
- History/SS: 6-8
- Non-EOC Math Courses

Planning Year

- English: 7, 9
- History/SS: 11, 12
- Science: 8-12

Planning Year

- English: 6, 8, 10-12
- History/SS: 9, 10

Pilot Implementation

- Science: 5

Pilot Implementation

- Science: 6, 7
- History: 6-8
- Non-EOC Math Courses

Pilot Implementation

- English: 7, 9
- History/SS: 11, 12
- Science: 8-12

Pilot Implementation

- English: 6, 8, 10-12
- History/SS: 9, 10

Refinement

- Math: 5-8, Alg. I, Geo, Alg. II

Refinement

- Science: 5

Refinement

- Science: 6, 7
- History: 6-8
- Non-EOC Math Courses

Refinement

- English: 7, 9
- History/SS: 11, 12
- Science: 8-12

Professional Learning Support

- Summer 2024
 - Leadership Training
- Pre-Week 24-25
 - Equitable Grading Practices for All Teachers



Professional Learning Support Cycle

Planning Year

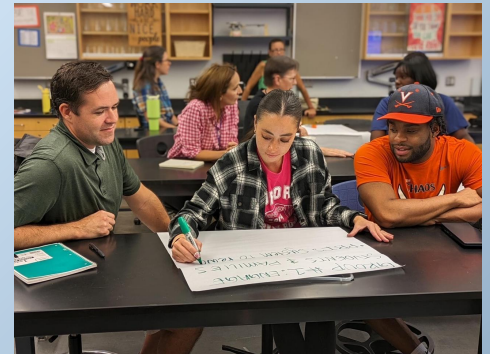
- The role of PLC's/creating a strong PLC community
- How to convert a standard/identify a learning outcome
- How to interpret student work for grading

Pilot Implementation Year

- Interpreting student work for grading
- How to input grades into PowerSchool

Refinement Year and Beyond

- Continued work with scoring and calibration around learning outcomes
- Differentiated support with SBG as needed
- When new standards are adopted, teams will work to convert standards to learning outcomes during the crosswalk year.



Communication

- Multi-faceted approach to inform and educate all stakeholders including:
 - Students
 - Teachers/staff
 - Families
 - Community Members

Questions & Comments