

Grading Task Force: Elementary Level

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1. **Task Force** - What would make it a success?

- Research
 - Study best Practices
 - Survey Students
 - Examine Standards for Grading
 - Study Current Practice
- Task Force Members
 - Teacher's cross-representation of the faculty with high interest in grading
 - Director of Curriculum
 - Administrators
 - Parents
 - Post Grads of High School (per H.S.)
 - Instruction of Higher Ed (High School)
 - Strong visionary leader
- Set Philosophy, Purpose and Goals
- Set a Timeline of Regular Meetings
- Design the Process of Roll Out
- Systematic Communication with all Staff
- Conduct focus groups with parents

2. **Criterion-Based**

- Encourages Self-Assessment
- Creates Stronger Students
- Strengthens the Curriculum
- Creates Uniformity or Consistency Across the Grade Level and in the Building
- Reduces Subjectivity
- Helps parents understand expectations to help their child because it specifies learning needs
- Criteria is established for the learning targets of the curriculum

3. **Curriculum-Aligned**

- Curriculum is aligned to standards
- The learning targets of the curriculum are reflected by the grade

4. Multi-Part Grading

- Summative academic grades
- Formative academic progress
- Non-academic grades (effort, participation, study skills, attitude, behavior etc.)
- Standardized assessments

5. Grading Policy

- District-wide Philosophy
- Mission Statement and Purpose
- Consistency
- Reflective of district curriculum
- Components included in grading (academic, non-academic, attendance, assessments etc.)
- Expectations of all teaching staff
- Philosophy of averaging versus highest grade
- Communication expectations
- Failing Grades

Rules and Procedures

- Lateness
- Incomplete work
- 0s
- Scales
- Timeliness
- Tools

6. Electronic Grade Book

- Allows for multi-part grading
- Shows criteria for basis of grade
- Doesn't compute to percentages
- Doesn't always have to have a letter grade
- Lots of room for comments on report card
- Web base access for parents and teacher at any time
- Very clear
- Easy to read layout
- Available in multiple languages
- Accommodations for non-internet users
- Provides a variety of different reports
- Able to show growth on a continuum graph

7. Scales

- No percentage scales in elementary grading
- Use scales that report progress toward the benchmark
- The scales should be consistent within the district by grade level
- No averaging
- Scales should not change
- Scales should show a continuum that goes beyond the grade level benchmark
- Scales dictate the electronic grade book not vice versa