

# Grading & Assessment in D200 High Schools



# Our Journey

- 2008 - 2009 Professional Learning Communities (PLCs) started
- 2008- 2019: Grading & Assessment Conferences (Guskey, DuFour, Wormeli, etc.)
- Yearly: Coordination between high schools on common essential standards

# Our Journey

- Ongoing: Work on the PLC cycle, department-level conversations on grading, assessment, and instruction
- Institute Day topics on grading and assessment
- Fall 2021: Shared common vision as both high schools piloted grading practices
- Spring 2022 - Present: Shared common vision with standardized grading practices.

# The Meaning & Purpose Of Grades

The purpose of grades is to accurately communicate student learning progress through purposeful and timely feedback, as students develop enduring understandings and work toward mastery. Our goal is to provide students with transferable skills, learning opportunities that lift all students, and experiences that will inspire lifelong learning.

# Common Misconceptions

Our current grading system does NOT...

- give students something for doing nothing.
- offer endless retakes of the same assessment.
- mean that we are no longer giving zeros.
- compromise the rigor of our courses and academic standards.

# High Standards with High Levels of Support

Rather, our current grading system...

- reflects research-based practices.
- emphasizes student learning, skill development, and knowledge over behaviors.
- reinforces a growth mindset for students.
- improves feedback and communication regarding student progress.
- maintains high expectations for student growth.
- creates a learning environment focused on raising all students.

# Grading as a Form of Communication

- Colleges depend on high schools to report accurate grades of what students know and are able to do.
- Our grading practice changes reflect that.
- Increase communication of growth and expectations with students and parents.

# Common Grading Weights & Grading Codes

- 90 % Summative Assessment (e.g. unit exams, research papers, major projects)--what students know and are able to do
- 10% Formative Assessment (e.g. daily homework, practice)--less emphasis on practice/homework
- Allowing for more opportunities to practice without penalty & with increased individualized feedback



# Grading Logistics

## Minimum Grading: Equal Grade Intervals

Traditional Percentage Scale			Minimum Grading		
A	90-100%	11 levels	A	90-100%	11 levels
B	80-89%	10 levels	B	80-89%	10 levels
C	70-79%	10 levels	C	70-79%	10 levels
D	60-69%	10 levels	D	60-69%	10 levels
F	0-59%	60 levels	F	50-59%	10 levels

- Formative Assessments (Homework)
  - 10% grade weight—students may receive a zero for work not submitted.
- Summative Assessments (Test, Papers, Projects)
  - 90% grade weight
  - Traditional Scale (100 point) vs. New Scale (50% floor for summative assessments submitted / 40% floor for summatives not attempted)
  - Student receiving an F can improve/recover at the same proportionality as a student receiving a D, C or any other grade.
- [Glenbard 87](#) / [Naperville CUSD 203](#) / [Maine Township 207](#) have grading components similar to D200.

# Retakes & Redos

- Summative Assessments include a process to demonstrate further learning (retake/redo):
  - Student has to earn the opportunity by showing new learning prior to being offered retake.
  - Variation of the original assessment.
  - Holds students accountable for their learning and helps students learn how they learn best.
  - Retakes/redos have a limit.

# Thank You!

- Proud of the work
- Always learning and adjusting, as needed
- High expectations with high levels of support
- Adapting to all students' learning styles and needs
- Student-centered with a focus on learning

