

### Attachment #7: Gradebook Committee Artifacts

HHS teachers worked for a year during 2016-17 to evaluate grading practices across the building and make recommendations on best practices in a number of areas. This information was shared with the faculty as a whole and resources were provided in order to prompt and support department and PLT level discussions. The outcome from this work was conversation and intentional changes in practice to better support and communicate about student progress in classes.

### HHS Best Practices for Grading

**Purpose:** The 2016-2017 HHS Grading Policy Committee was a group of students, parents, and teachers whose purpose was to survey the current grading practices used at HHS (ex: homework policies, gradebook set-up) within the context of building PLC work and district priorities (ex: new graduation requirements and standards-based instruction). The Committee's outcome is the following list of recommendations for best practices and professional reflection.

Items Considered	Best Practices	Options for Professional Reflection
<b>Timeliness, frequency, and quality of feedback</b>		
<ul style="list-style-type: none"><li>How often do we grade student work?</li></ul>	<ul style="list-style-type: none"><li>Required 18 grades/semester</li><li>Formative, interim and summative assessments used to <i>inform instruction</i></li><li>Turn around time for grading:<ul style="list-style-type: none"><li>Daily assignments - as needed for students to master the next concept</li><li>Formal assessments - turn around before the next assignment so feedback can be applied</li></ul></li></ul>	<ul style="list-style-type: none"><li>Teacher Evaluation <a href="#">link</a> here</li><li>Assessment cycle - formative, interim and summative assessment drive instructional decisions</li></ul>
<ul style="list-style-type: none"><li>How do we manage the start of the semester &amp; eligibility?</li></ul>	<ul style="list-style-type: none"><li>Mindful of the weight of sparse early semester assignments</li><li>Encourage students to reach out on Thursday following eligibility report</li></ul>	<ul style="list-style-type: none"><li>Athletic/activities handbook <a href="#">link</a> here</li></ul>
<ul style="list-style-type: none"><li>How do we manage make up &amp; late work?</li></ul>	<ul style="list-style-type: none"><li>Report "missing" if assignment can be turned in but do not use a "0"</li><li>Report "0" if student completed assignment and earned no credit or if the assignment can no longer be turned in</li></ul>	<ul style="list-style-type: none"><li>Research on the zero <a href="#">link</a> here</li></ul>

	<ul style="list-style-type: none"> <li>Check grades with your advisory students regularly - use D/F list as a resource</li> </ul>	
Items Considered	Best Practices	Options for Professional Reflection
<b>Fairness/Consistency in grading for like courses</b>		
<ul style="list-style-type: none"> <li>How do different grading practices impact students?</li> </ul>	<ul style="list-style-type: none"> <li>Align departmental/PLC approaches to late work, revisions, test corrections, etc.</li> </ul>	<ul style="list-style-type: none"> <li>HHS UIP <a href="#">link</a></li> <li>New graduation competency <a href="#">link</a></li> </ul>
<ul style="list-style-type: none"> <li>How will differences in grading practice matter with new graduation requirements?</li> </ul>	<ul style="list-style-type: none"> <li>Curving grades may not accurately reflect student's level of mastery of standards/skills</li> <li>Rubrics help clarify expectations and make grading more transparent</li> </ul>	<ul style="list-style-type: none"> <li>Research on curving grades <a href="#">link</a></li> <li>Grad requirements and PLC work drive the need for consistency</li> </ul>
<ul style="list-style-type: none"> <li>What is the impact of combining "responsibility tasks" (ex: turn in signed syllabus) with "skills demonstration tasks" (ex: reading comprehension, lab write up) in a gradebook.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the relative weight of "responsibility tasks" in the overall grade</li> <li>Focus on tasks which reflect skills and content learning</li> </ul>	<ul style="list-style-type: none"> <li>The 4 PLC questions used to shape instruction <a href="#">link</a></li> <li>"Learning Centered Grading" article <a href="#">link</a> here</li> <li>CDE state standards <a href="#">link</a></li> <li>Research-based meaningful feedback for students <a href="#">link</a></li> </ul>
<ul style="list-style-type: none"> <li>How should we manage re-takes or test corrections?</li> </ul>	<ul style="list-style-type: none"> <li>The goal is student learning and skill mastery</li> <li>Providing opportunity for retakes/corrections with a reduction in credit</li> <li>Use Enrichment to reteach, review, relearn and support mastery of content</li> </ul>	<ul style="list-style-type: none"> <li>"Case of Illogical Grades" article <a href="#">link</a></li> <li>District Improvement Plan for 100% of students <a href="#">link</a></li> </ul>
Items Considered	Best Practices	Options for Professional Reflection
<b>Gradebook Construction (ex: weighted or total points)</b>		
<ul style="list-style-type: none"> <li>What do teacher choices in gradebook setup communicate about</li> </ul>	<ul style="list-style-type: none"> <li>Alike courses should have consistent categories/gradebook setup</li> <li>Grades should reflect intended learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Example from two contrasting gradebooks</a></li> </ul>

learning priorities?	<ul style="list-style-type: none"> <li>Thoughtful weighting allows for prioritization of skills and content</li> </ul>	
<b>Items Considered</b>	<b>Best Practices</b>	<b>Options for Professional Reflection</b>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>What do our grading choices communicate to students and parents?</li> </ul>	<ul style="list-style-type: none"> <li>Gradebooks should communicate student proficiencies, skill, and level of mastery of standards</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">HHS Vision Flow Chart</a></li> </ul>

