



# Grading Information Session for Parents

---

Wednesday, May 11  
6:30 PM - via Zoom

# Introduction: Admin Team

Pamela Brumfield	Principal		Kendria Boyd	Assistant Principal
Deborah Guillen	Director of Student Services		Greg Dombrowski	Director of Activities and Athletics
Mark Nocera	Assistant Principal		Monica Bentley	Academy Administrator
Tim Boyd	Assistant Principal		Michael Bodakowski	Dean of Students
Cait Saxton	Assistant Principal			

# Teacher Leaders

---

- John Allwine, III, Math
- Emily Berman, Physics
- Heather Browne, English
- Traci Drew, Math
- Carson Dye, Special Education
- Jennifer Panagakos, English
- Scott Racek, Social Studies
- Kathleen Racek, Math

# Questions

---

Please post any questions you may have throughout the presentation to the padlet and a staff member or administrator will post a response:

<https://padlet.com/dlguillen/s4k5nmxsxcu0rd4t>

# History of Grading in the United States

## (Early 20th century)

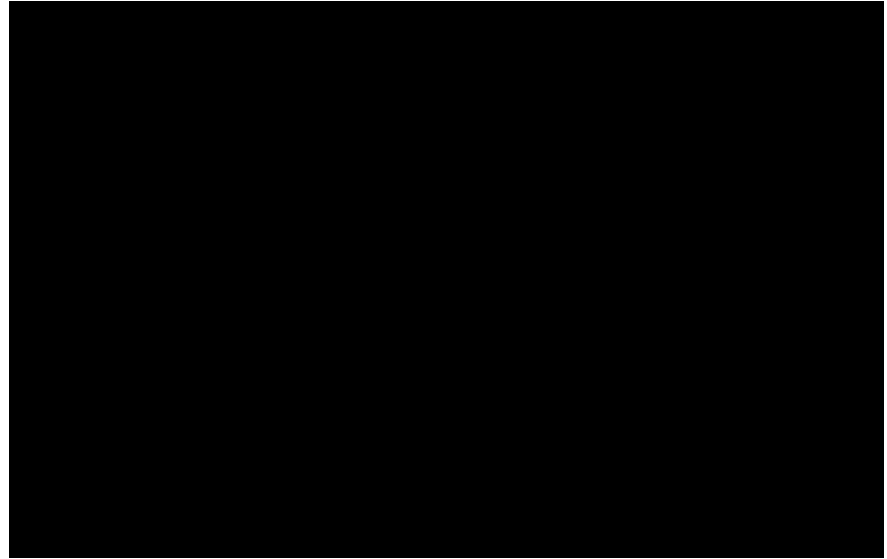
---

1. Manufacturing and Industrial Revolution
2. Assimilate students; prepare for factory labor
3. Efficiency and Productivity
4. Use of curve to efficiently describe and communicate student performance and to sort students easily

# 21st Century: Essential Skills and Mindsets

---

From Ted Dintersmith's  
"Most Likely to Succeed"



# Why are we talking about Grading?

---

Do our grading practices reflect teaching and learning in the 21st century? How can we make grading practices at Edison HS more equitable?

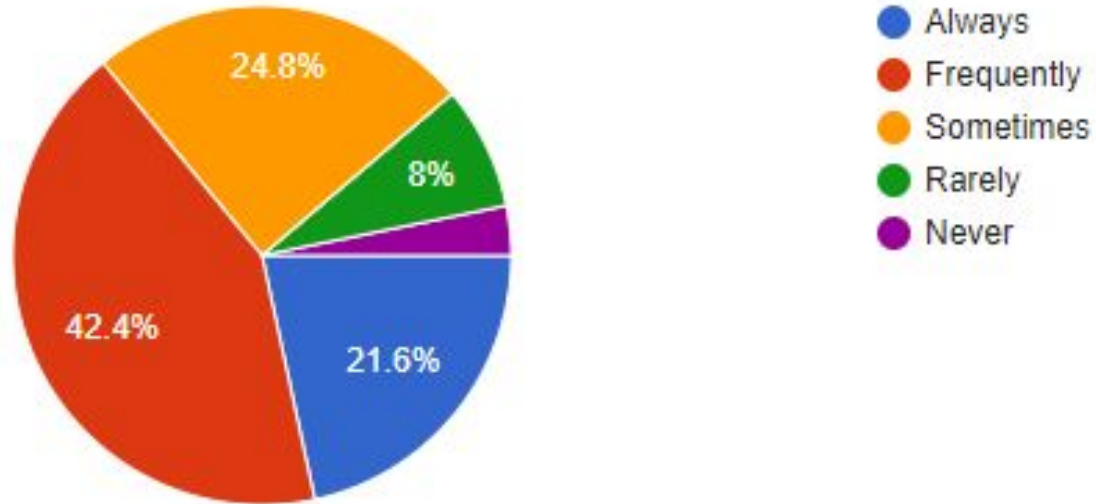
Individual practices vary (CTs, department, building, school)

- Late work policies
- Retakes
- Homework
- Are students penalized for taking longer to learn?
- What are we holding students accountable for?
- Shift from “making a grade” to learning

# Parent Feedback

---

I review my student's grade in SIS ParentVUE

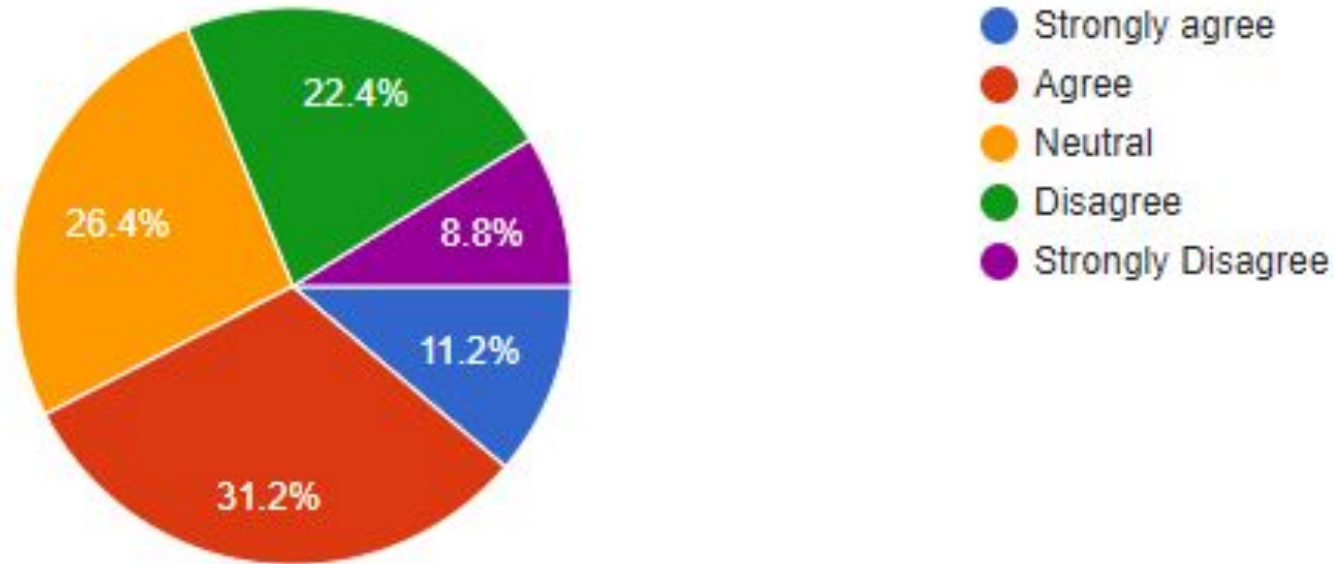




# Parent Feedback

---

I understand how my student is graded in their classes



# Parent Feedback:

## What works well in terms of how students are graded?

- “We can see the grades online.”
- “Students have opportunities to make up missing assignments...”
- “Clearly stating how much weight each category has and giving consistent updates...”
- “...presenting opportunities to improve grades...”
- “Ability to retake for up to a 100 even if they don’t get below an 80”
- “Opportunities to learn from mistakes and correct in future assessment to improve grade...”
- “...have various ways to show knowledge and learning in case they are nervous testers.”

# Parent Feedback:

## What could be improved in terms of how students are graded?

---

- “Time it takes for grades to be entered.”
- “Consistency across teachers”
- “Homework, class participation, etc should also be graded...”
- “Teachers should not be basing an entire grade on tests only. Some kids are absolutely horrible test takers.”
- “If students want to improve their grade by redoing assignments it should be encouraged and not hindered by the 80% rule”
- “No rolling gradebook.”

# Student Feedback

---

## Completed:

- Surveys to all students (1007 respondents), focus groups

## Findings:

- 80% of students have heard of SBG and either feel they understand it or may not fully understand it
- 20% have never heard of SBG
- Biggest concern/fear from students is that traditional tests will be the only way they are assessed (lots of test anxiety)
- Students are confused about the rolling gradebook: there isn't consistency across classes with rolling gradebook policies

# Grading Inconsistencies:

## The Student (and parent) “View”

---

What does all of this mean from the student perspective?

An Edison high school student has up to 7 different gradebooks to navigate in the course of one school year.

English	100 point scale unweighted, 100 point scale weighted
Math	100 point scale unweighted, 100 point scale weighted
Social Studies	4.0 scale, 100 point scale unweighted
Science	100 point scale unweighted, 100 point scale weighted
CTE	4.0 scale, 100 point scale unweighted, 100 point scale weighted
Health and PE	100 point scale unweighted, 100 point scale weighted
Fine and Performing Arts	100 point scale unweighted, 100 point scale weighted
World Languages	4.0 scale, 100 point scale weighted
ESOL	4.0 scale, 100 point scale unweighted, 100 point scale weighted
Academy	4.0 scale, 100 point scale unweighted, 100 point scale weighted
Cat B	100 point scale unweighted, 100 point scale weighted

# Teacher Grading Reflections

---

Teachers have been thinking about the following:

- What do our grades communicate to parents? To students? To ourselves?
- What in our grading practices work well?
- What in our grading practices might we be willing to re-evaluate?

# FCPS Grading Practices

---

- Elimination of work habits in grade
- Attendance not a part of the grade
- 50% lowest grade on 100% pt. scale
- Rolling grade book

# Thomas A. Edison Common Purpose for Grading

---

At Edison High School, we believe in a grading practice which fosters a growth mindset; therefore, through standards-based grading, we utilize a 4.0 grade scale in conjunction with a rolling gradebook. This practice informs all stakeholders of the essential standards students learn in each subject area at a particular grade level. It is designed to give students, teachers, administrators, and parents/guardians a better understanding of strengths and areas of growth for that student, so they may offer support.



# Standards-based Grading

---

- A grading and reporting practice to communicate student progress on course standards
- Only grades directly assessing a standard are weighted.
- Students are given ungraded practice on the standard prior to assessment.
- The highest level of learning is recorded.
- Informs all stakeholders of the essential standards students learn in each subject area at a particular grade level.
- Designed to give students, teachers, administrators, and parents/guardians a better understanding of strengths and areas of growth for that student, so they may offer support.

# Standards and Skills

---

## WHAT:

Standards & Skills replace the traditional assignment or task-oriented grading.

## WHY:

- Research-based best practices
- Align with the use of a Rolling Gradebook
- Create transparency and clarity for essential course knowledge, skills, and competencies.
- Create opportunities for Deeper Learning focused on the learning that matters the most to us and our students.

# Learning vs. Grades

---

Shifting towards standards/skills-based grading changes the conversation between the teacher and students and their families. We can now speak in terms of skill development rather than task completion.

Standards-based grading can empower students to take control of their own grades because there are clearly defined learning goals and a clear path towards growth, rather than a focus on deficiency.

# Grading Scale

## Edison High School Grading Scale

	Definition	Communication	Grade Range
<b>Advanced</b>	Consistent demonstration of applying, recognizing, and transferring the standard	"I can apply my knowledge in different situations or from different perspectives."  "I can do this well enough to teach others."	A 3.8 - 4.0
			A- 3.4 - 3.7
<b>Proficient</b>	Demonstrates understanding of the standard with few errors	"I can complete all of my work independently, but I might make minor mistakes."	B+ 3.1 - 3.3
			B 2.8 - 3.0
			B- 2.4 - 2.7
<b>Competent</b>	Partial understanding or demonstration of the standard; requires some additional support	"I can complete some of my work."  "I am not confident that I am doing it right without help."  "I am in the process of learning to do this, but need more practice or help."	C+ 2.1 - 2.3
			C 1.8 - 2.0
			C- 1.4 - 1.7
<b>Limited</b>	Minimal demonstration of understanding of the standard; unable to demonstrate understanding without significant support	"I cannot complete any of my work without help."	D+ 1.1 - 1.3
			D 0.8 - 1.0
<b>Insufficient Evidence</b>	No evidence of understanding yet	"I turned in completed work, but my work does not show that I understand."  "I did not turn in any work."	F 0.1-0.7
			F 0.0

# Rolling Gradebook

---

A standards/skills-based rolling gradebook is a gradebook that reflects the 8-12 Essential Skills for the course and reflects individual students' proficiency level for each skill over the course of the year.

Grades on individual standards or skills are replaced or “roll” as students are provided opportunities throughout the year to increase their learning and improve their proficiency

# Rolling Gradebook

---

- A cumulative documentation of learning
- Unlike quarterly gradebooks, a rolling gradebook documents learning on an ongoing basis throughout the year.
- This grading and reporting practice allows for increased opportunities for students to show their highest level of learning on individual standards.

# Comparison: Traditional vs. Rolling Gradebook

---

## Traditional:

- Students cannot go back after the quarter is over to complete work and show understanding.
- Students who earn an “F” in 1st have to work a lot harder to bring their grade up - quarter grades are averaged.
- Optics - Each quarter, it looks like students can “start over” with their grade, but the previous quarter still follows them.

## Rolling:

- Students have the opportunity to be reevaluated to show most current understanding of standards; teachers are able to edit grades even after the quarter has ended.
- Students who may have earned an “F” can raise their grade by demonstrating understanding of the standard.
- Since it is not arbitrarily divided into quarters, grade shows in real-time if student is mastering content.

# Retakes or Reassessments

---

**Spiral Review** - after teaching a foundational concept or skill, students continue to practice it regularly throughout the year in order to demonstrate retention of learning

**Mandated Retake** - an instructional and assessment policy which supports students whose work falls below a minimum threshold of learning by requiring remediation followed by a retake/redo of the standard

**Students will not retake everything:**

- Sometimes there will not be a retake, but a new assignment in the future, with an opportunity to display understanding on the same standard (grade gets replaced)
- Students may have to complete practice work first to show understanding; homework *does* facilitate learning and a way to take risks with the content.



# Purpose of Homework

---

Homework is an opportunity for teachers to give students individualized feedback on their learning at a given point in time. Work assigned as homework is considered practice, is formative in nature and ungraded. Homework can also consist of preparing and studying for assessments. When assigning homework/practice, Edison's teachers consider the purpose and the quantity, ensuring that the type and amount is appropriate and differentiated for the intended learning. Homework should aim to prepare students for assessments, reinforce learning and serve as practice for the skills needed to understand the course standards.

# Here is What's Going on in the Building

---

Teams are piloting Standards-Based Grading:

- English 9
- Geometry, Algebra 1, Algebra 2
- Latin
- Programming
- Informational Systems
- Web Page Design
- Government
- Health and PE
- CAT B program (Ms. Burton)

# Examples of Standards - English 9 - READING

<b>9.3 Vocabulary</b>	
<ul style="list-style-type: none"><li>→ How to show growth of new words from selected texts using context clues and roots, affixes, synonyms, and antonyms</li><li>→ How to explain connotative vs. denotative meaning, idioms, and allusions using examples from selected texts</li></ul>	<p>I can infer a word's meaning using context clues.</p> <p>I can explain connotative vs. denotative meaning (and provide an example of it from a text).</p> <p>I can explain idioms (and provide an example of it from a text)</p> <p>I can explain allusions (and provide an example of it from a text).</p>
<b>9.4 Read, Comprehend, Analyze</b>	
<ul style="list-style-type: none"><li>→ How to read, comprehend, and analyze narrative text</li><li>→ How to read, comprehend, and analyze a literary nonfiction text</li><li>→ How to read, comprehend, and analyze a poem</li><li>→ How to read, comprehend, and analyze a drama text</li></ul>	<p>I can analyze a narrative text.</p> <p>I can analyze a non-fiction text.</p> <p>I can analyze a poem.</p> <p>I can analyze a drama text.</p>

# Examples of Standards - Algebra 2

---

## Standard: Equations and Inequalities

### Indicator 3a

I can solve absolute value linear equations and inequalities

## Standard: Functions

### Indicator 6a

I can recognize the general shape of function families; and

### Indicator 6b

I can convert between equations and the corresponding graphs of functions by...

- Writing the absolute value function given a graph
- Writing piecewise function given a graph

# GRADE BOOK

All Classes

Qtr 4

IB History I Amer

4th Qtr

Assignment View



1 Missing Assignment

## Assignments

Search...

Date	Assignment	Assignment Type	Resources	Score	Score Type	Points	Notes
04/28/2022	9.4 Quiz, Kennedy and Alliance for Progress	Quiz	0	15 out of 16	Raw Score	3.75/4	
04/22/2022	Quiz: 9.1 Eisenhower's New Look & Eisenhower in Vietnam	Quiz	0	12 out of 12	Raw Score	4/4	

# What Will You See on the Report Card?

Report cards and transcripts will remain the same, showing the letter grade for each class.

COURSE TITLE	TEACHER	ACADEMIC MARKS								ATTEND	
		1ST QTR	2ND QTR	1ST SEM	3RD QTR	4TH QTR	FNL EXM	FNL MRK	Abs	Tdy	
		2 IB History I Amer	Henryson, S.	B	B	B	A-				0
									0	0	
									0	0	
									0	0	
									0	0	
									0	0	

<b>Edison High School</b>		<b>703-924-8000</b>	
5801 Franconia Road, Alexandria, VA, 22310			
Mem:	170.0	Abs:	2.0
Prs:		Prs:	168.0
<b>Yr: 2021</b>		<b>Month: 6</b>	
		<b>Grade: 11</b>	
Adv Acad Seminar	P	0.000	
IB Lang & Lit HLI	A	1.000/2.000	
<b>IB History I Amer</b>	<b>A-</b>	<b>1.000</b>	
IB Math Anl&App I	A-	1.000	
IB Biology I	A	1.000	
IB Chemistry SL II	A	1.000	
IB Spanish I	A	1.000	
IB Theory of Know	A-	0.500	
Cr Cmp:6.500		GPA: 4.885	VC: 2.000

# We are committed to your children/ our students!

---

- The faculty, staff and administration care deeply about student learning and student experiences at Edison
- We are basing our decisions on research that shows how standards-based grading can support our students, especially those most marginalized
- We are restructuring grading, not because it's easy (it's not!), but because we know it will support students during high school and beyond

# Resources

---

- **FCPS Secondary Reporting and Grading website:**  
<https://www.fcps.edu/academics/grading-and-reporting/secondary>
- **100 pt vs. 4.0 Scale Video:** <https://youtu.be/adzARR3vjdk>
- **“Not Including Classwork and Homework (Formative Assessment) in the Grade”, Grading for Equity**  
<https://gradingforequity.org/2018/09/13/not-including-classwork-and-homework-formative-assessment-in-the-grade/>
- **“Should Homework Be Graded?” By Richard DuFour**  
<https://www.allthingsplc.info/blog/view/52/should-homework-be-graded>
- **“Teachers second-guess letter grades as they search for a fairer way”, Washington Post**  
<https://www.washingtonpost.com/education/2022/02/28/letter-grades-grading-a-f/>
- **Homework - What is it good for - European Commission**  
<https://eacea.ec.europa.eu/national-policies/eurydice/content/homework-what-it-good-is>



# Resources

---

## Teacher and Staff Resources:

- [Grading for Equity](#) by Joe Feldman
- [Harvard EdCast: Grading for Equity](#)
- [Making Grades Matter](#) by Matt Townsley and Nathan L. Wear
- [The Standards-Based Classroom: Make Learning the Goal](#) by Emily Rinkema and Stan Williams

# Questions

---

Please post any questions you may have throughout the presentation to the padlet and a staff member or administrator will post a response:

<https://padlet.com/dlguillen/s4k5nmxsxcu0rd4t>

# Thank You!

---

We appreciate that you took the time to attend this session. We are partners with our families, working together to educate and support our students. We plan to have another session early June.

