



# ASSESSMENT, GRADING, & REPORTING COALITION

Meeting #5

April 11, 2022

Time: 6:30 pm via Webex

Participants: [List of participants](#)



## AGENDA

### I. Welcome and Recap of Session #4

*-Feedback, thoughts/reflections/new thinking since our last meeting*

### II. Purpose & Coalition Agreements

The purpose of the coalition is:

- to ensure assessment, grading, and reporting systems clearly and effectively communicate student achievement.
- to remove barriers of misinterpretation of student achievement.
- to create systems that accurately and ethically report student outcomes of academic progress and scholarly attributes needed for post-secondary success.

#### Assessment, Grading, and Reporting Coalition Agreements

- Interact collaboratively and professionally at all times.
- Seek to understand, not evaluate others' opinions.
- Be able to support your ideas with research and/or student data.
- Support all decisions made by the coalition.
- Refrain from posting on social media.

### III. Whole Group - [Article](#) Discussion

### IV. Review and discuss Steering Committee [GPS sample statements](#)

#### V. Decision Time

- a. [GPS Statement -](#)

#### VI. What's to come – next phase of our journey

#### VII. Opportunities for professional development

## Homework – Coalition Smore/Research Repository



- Choose at least one resource found in the Coalition Smore. Read/view/review before the next meeting!

[Parking lot Padlet](#) – all members of the coalition are welcome to add topics to the parking lot to help shape this work.

## NOTES

The meeting began promptly at 6:30. Mrs. Barnett recapped the previous meeting and set the objectives for the meeting.

Dr. Gregor then prompted the team to discuss their opinions on the article, “Teachers Second Guess Letter Grades”. The coalition discussed how they were intrigued by the comparison made to sports as practice versus the game and how we get graded on the game and not practice. This led to a discussion about the vital role of feedback for the student and reflective learning practices. Coalition members discussed how feedback could be used and what could be in place to provide more opportunities for feedback. Many coalition members weighed in. We agreed that helping teachers with how to provide essential feedback for student growth was paramount in our work, especially for recovery learning.

This transitioned to the crux of the meeting which was to decide on a Grading Position Statement or GPS. In the previous meeting, the coalition drafted three GPS statements which were listed in the live link above. Those three ideas were taken to the steering committee to further review and brought back to the collation for the final determination.

Collectively the coalition vetted all three and provided their comments and tried to improve each one. In the end, the coalition agreed on the following as the GPS:

**The purpose of grading is to communicate students’ academic achievement relative to standards, along with clear and measurable goals, in each course.**

**Students will be provided with feedback on:**

- **course knowledge and skills they have attained.**
- **habits of work (HoW).**

With this GPS, the hope is to guide the professional development of teachers and staff in subsequent years. Mr. D’Ostilio began by discussing where we are and are not hoping to go. At this juncture standards-based reporting was not where the secondary level needed to go in phase 1. The professional development thoughts were that the secondary level needs to spend considerable time on three things-three things that build the infrastructure for accurate grading. That is:

1. Fostering professional development about recovery learning and establishing parameters and best practices for “retakes and redos” of major assessments.
2. Building consensus as to the much needed “What I Need” (W.I.N) time in the classroom so as to have embedded opportunities for recovery learning as well preservation of instructional time. Additionally, discussing and training how W.I.N time moves to a more feedback-rich learning environment.

3. Looking how to separate Habits of Work (HoW) from the academic grade but still report it so families and institutions can see how Habits of Work can have a correlation to the academic grade but is not part of it.

In the end we agreed to end for the 2021-22 school year and reconvene in the fall.