



# Washington Township Public Schools

## Assessment, Grading, and Reporting Coalition

### Voices of our school community...

#### Parents

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<b>Parent</b>	I feel it's important to make sure grading is fair.
<b>Parent</b>	Disagree with student grades being linked with work being completed or on time-often grades evaluate how well a student follows directions or organizes their work instead of on the actual content. Accountability is not a content area and should be separate from grades and have its own remediation.
<b>Parent</b>	I think it's a good way to make sure that the individual needs of children are met in a supportive learning environment.
<b>Parent</b>	I feel that grades are important for the kids to understand how they are doing, but I do understand the need to expand on this to help students each succeed in their own way. Grades help top students and hurt those who struggle so we must find an equilibrium that benefits all.
<b>Parent</b>	As a parent, I was disappointed in the implementation of standards-based grading at the elementary level for grades 3-5. It was done in a rushed manner and many revisions continue to be currently needed in order for parents, teachers, and students to be comfortable with this grading system. Student recognition programs should not disappear for academic success. For middle school and high school students, academic success should be celebrated.
<b>Parent</b>	As a parent and educator, I would like to ensure that changes to assessment, grading and reporting the academic achievements are done in a way that my students and kids will see success in the future.
<b>Parent</b>	I believe it's important that parents, students, teachers, and all school infrastructures are on the same page when communicating expectations and performance related to our children/students. Having a clearly defined grading system is essential for effective communication on this topic.
<b>Parent</b>	To ensure that each student is judged by his or her achievements and nothing else.
<b>Parent</b>	Assessment should be used as a means to better student learning and enhance student instruction to cater to the student's learning needs not as a means to label students. It should not model traditional methods of assessment where a grade is given and determines if a student passes rather it should provide an opportunity for students to learn from their mistakes and assure all learners have an equal chance of success. In effect student assessments MUST be varied and student scores MUST be based on the variety of assessment that measure not only content knowledge but skills, processes and practices (ex: social group performance). Teachers should be supported when using varied assessments and the school policy should not hinder teachers' use of assessments that ensure student learning and better performance.

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## Students

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- Student** I want to ensure that it serves the best interest of the students.
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- Student** I feel like as a student grades should not define me. Placing grades on me makes me nervous. I worry more about doing good on a test and trying to memorize information than if I was just judged on how hard I try and participate and get assignments done. There have been times when I just made silly mistakes on a test but understood the mistake but got a bad grade and that effected my grade overall in that class. I don't like being graded because it causes anxiety for me and then I lose focus on the learning part because I'm always worried about my grades. I would enjoy school more if I didn't feel the pressure of living up to the grading system. Plus, I always have a good relationship with my teachers, and they know how hard I try. I have had teachers tell me they wish there were no grades to worry about either that they could just focus on teaching.
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- Student** All teachers should have the same grading standers and deadlines.
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- Student** I think that all the students must be taught equally and fair and if possible, help them by any means. Give the failing kids more time to complete work (not much time) and don't yell or say people's grad out loud because that is disrespectful for some students.
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- Student** Overall participation and behavior should be put as a minor assessment at the end of each semester/marking period.
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- Student** Point based grades kind of crushes learning and creativity, sort of encourages more cheating. Some alternative grading systems should be looked more into.
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- Student** Grades shouldn't be determined by participation in class or stuff like that, a lot of people have social anxiety and most of the time they're told "You'll get over it" "everyone has a little anxiety" "by the time my class is over you'll be fine" When that's completely not true. It makes it WORSE if anything. You can't cure a mental illness. You can't get over the way your brain is programed. Requiring kids to speak in front of the class for a GRADE and not listening to them when they say they can't is extremely ableist. And for other neurodivergent students it's hard to turn things in on time or focus, and they get in trouble for doodling which helps a lot of them focus. The entire school system is ableist and extremely difficult for neurodivergent students which is why most of them aren't doing well in school. A letter shouldn't determine your entire future anyways, its stupid.
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- Student** Please stop grading us on our behavior.
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### Teachers

- Teacher** I believe grading should be based on the targets, delivery, and perceived student outcome. We have students who can legitimately pass assessments but don't have the executive functioning skills to regularly complete ancillary assignments -- the dreaded "supportive." Grading a student because s/he doesn't have the support at home or the skills to regularly complete homework doesn't seem to be legitimate grading.
- Teacher** Grades should be a combination of project based and tests that test student understanding of target skills rather than their ability to memorize facts. Special education students benefit from project-based assessments in which they begin the unit understanding the skills and knowledge they gain and have opportunities to work on the project at points within the unit where lessons tie to aspects of the project. grades that provide teacher feedback do not always need to be counted as a letter grade and benchmark tests often show what a student can memorize over time rather than their ability to actually understand and apply content.
- Teacher** Some students are not intrinsically motivated to learn. Grades are an important tool to help gauge students learning and help motivate students. If class work cannot be graded leading up to an assessment, there is no visible record of student's failure to complete steps leading to assessment. There needs to be an indication of learned material, in progress learning, and unlearned material. There needs to be an indicator of success. At the middle school level, many learners are encouraged by grades and motivated to achieve better scores. I worry if we take grades away, we'll have unmotivated learners.
- Teacher** I feel that our goal should be to teach students until they master the skills or content that is being presented.
- Teacher** I am interested in learning about best practices to accurately award grades based on mastery of standards and in removing barriers that prevent students from succeeding in school. I do not believe our current middle school grading system is equitable among grade levels or teachers, and I do not think our grading system reflects student learning outcomes as much as it measures performance and compliance.
- Teacher** I hope that effort, responsibility, and compliance will play some role in the district's new grading guidelines, as the development of those traits will serve students well in the real world.
- Teacher** Major assessments should be used to determine the level of understanding a student has for a particular learning goal(s). By the time the major assessment the student should have a good understanding of their level of understanding. This is achieved through minor assessments (quizzes, labs, small projects) and supportive assignments (classwork and homework). It is through the minor and supportive assignments a teacher should allow student to redo/retake parts, reteach areas that are not being understood and differentiate activities based on the student's level of understanding. When the major assessment comes, the students should have had plenty of opportunities to ask questions, relearn areas that were not up to par and have a full understanding of where they are.
- Teacher** The following topics must be addressed: Academic integrity. Time and resources must be provided for educators. Students must be accountable for completing all work assigned. All students should not be passed on to the next grade.