

#### 404.19 Grading for Learning

It is the mission of the Lapwai School District to ensure grading practices are equitable, culturally competent, support hope, and foster a growth mindset. This includes evaluating students on their level of content mastery rather than relying solely on subjectively interpreted measures such as behavior, participation, and attendance. Mistakes are encouraged as part of the learning process and build persistent and resilient learners. Students are provided safe and formative opportunities to make errors and only graded with summative evidence. Teachers communicate explicit performance standards with clear descriptions of achievement expectations. Instruction is differentiated, deliberately accommodating for all abilities while scaffolding struggling learners with the support necessary to experience success. Parents are provided with timely communication and made aware of their child's progress prior to report cards. In addition to identifying growth opportunities, parent communication also consistently celebrates and emphasizes student strengths. Families are empowered with information and resources to support learning in the home.

1. Prior to assigning a failing grade on a report card, teachers will provide the principal/special education director with documentation for review and approval.
2. The documentation will be provided to the principal/special education director no later than the scheduled grading day each quarter.
3. The principal/special education director may request a meeting to review the documentation collaboratively.
4. Documentation must include:

<b>Documentation for Principal Review:</b>	<b>Artifacts May Include Yet Not Limited To:</b>
Minimum of Four Documented Parent Contacts Including at Least One Phone Call: Timely Communication at the First Sign of Failing	Date, Time, and Method of Contacts Copies of Emails and Letters
Outside of Computer-Based Supports, Documentation Reflecting a Minimum of Four Attempted Interventions and Accommodations	Lesson Plans, Adaptive Assignments, Work Samples, Modified Instructions, Notation of Individual Time and Attention, After School Program Referrals
<b><i>For Students With an Individual Education Plan (IEP):</i></b>  At Least Four Documented Attempts to Communicate and Collaborate With the Special Education Teacher  Implementation Examples of Individual Education Plan (IEP) Accommodations	Date, Time, and Method of Contacts Copies of Emails and Letters Documented Attendance to Collaborative Meetings or IEP Meetings Work Samples Documenting Individual Education Plan (IEP) Accommodations

To ensure consistency with grading practices districtwide, teachers are encouraged to refer to the 15 Fixes for Broken Grades outlined in the research by Ken O' Conner:

## Fixes for Practices That Distort Achievement

1. Don't include student behaviors (effort, participation, adherence to class rules, etc.) in grades;  
include only achievement.
2. Don't reduce marks on "work" submitted late; provide support for the learner.
3. Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.
4. Don't punish academic dishonesty with reduced grades; apply other consequences and reassess  
to determine actual level of achievement.
5. Don't consider attendance in grade determination; report absences separately.
6. Don't include group scores in grades; use only individual achievement evidence.

## Fixes for Low-Quality or Poorly Organized Evidence

7. Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals.
8. Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.
9. Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards.
10. Don't rely on evidence gathered using assessments that fail to meet standards of quality;  
rely  
only on quality assessments.

## Fixes for Inappropriate Grade Calculation

11. Don't rely only on the mean; consider other measures of central tendency and use professional  
judgment.
12. Don't include zeroes in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement, or use "I" for Incomplete or Insufficient Evidence.

## Fixes to Support Learning

13. Don't use information from formative assessments and practice to determine grades; use only  
summative evidence.
14. Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances, emphasize more recent achievement.
15. Don't leave students out of the grading process. Involve students; they can – and should – play key roles in assessment and grading that promote achievement.

O'Conner, K. (2011). *A repair kit for grading: 15 fixes for broken grades*. Boston, MA: Pearson

## Legal References: Board Action

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Revised: