SHS Equitable Grading Guidelines

As teachers and instructional leaders in Spencerport High School, we understand that the purpose of grading is to serve as a method of measuring and communicating student achievement of, and/or toward, a content standard (Learning Target). We believe that our grading practices should be equitable. Equitable grading has three pillars:

- Grades are **ACCURATE** reflections of a student's academic performance.
  - Calculations must be mathematically sound, easy to understand, and correctly describe a student's level of academic performance.

- Grades are **BIAS-RESISTANT**, counteracting institutional biases and preventing our implicit biases from "infecting" our grades.
  - Grades should be based on valid evidence of a student's content knowledge, and not based on evidence that may be influenced by a teacher's implicit bias or reflect a student's environment.

- Grades are **MOTIVATIONAL**, building on students' intrinsic motivation, self-regulation skills, and sense of efficacy.
  - The way we grade should motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption.
  - The way we grade should be so transparent and understandable that every student can know their grade at any time and know how to get the desired grade.
  - Equitable grading distinguishes and connects the means for learning effectively – the "soft skills," the practice, the mistakes – from its ends: academic success. It utilizes the broad and diverse universe of feedback and consequences, of which only one part is a grade.

It is important to note that these pillars do not operate in isolation, and there may be components represented under each that also connect to elements outlined under other pillars.

Below are the SHS Equitable Grading Guidelines as developed by the Equitable Grading Task Force during the 2021-22 School Year. This task force was comprised of approximately 25 stakeholders, including teachers from various content areas, counselors, parents, and building and district administrators.

Prep Year *(2021-22)* **Focus:** Develop Awareness	Year 1 *(2022-23)* **Focus:** Build Capacity	Year 2 *(2023-24)* **Focus:** Fully Implement
Department Conversations - What is Equitable Grading? What gets graded? Why? - What is the Equitable Grading Task Force and what learning are they engaging in?	**Department Conversations** - How do we prepare to shift to 100% summative assessment? - How do we foster a growth mindset?	**Department Conversations** - What do we need to monitor and adjust?
Syllabus - Includes building grading philosophy	**Syllabus** - Includes building grading philosophy and reflects supporting grading practices as outlined below	**Syllabus** - Includes building grading philosophy and reflects supporting grading practices as outlined below

*Teachers can progress into Year 1 or Year 2 expectations at their discretion prior to the building wide implementation. *

Prep Year *(2021-22)* **Focus:** Develop Awareness	Year 1 *(2022-23)* **Focus:** Build Capacity	Year 2 *(2023-24)* **Focus:** Fully Implement
Accurate		

Grading Practices

Prep Year	Year 1	Year 2

• Varies among content areas	• Grades based on valid evidence of an individual's achievement
	  o Not based on group achievement
	  o Ideally completed in teacher's presence to ensure validity.
	• Academic dishonesty is addressed in a restorative manner with an emphasis on learning from mistakes. Students do not receive a 0 for cheating.
		• Grades based on valid evidence of an individual's achievement
		  o Not based on group achievement
		  o Ideally completed in teacher's presence to ensure validity.
		• Academic dishonesty is addressed in a restorative manner with an emphasis on learning from mistakes. Students do not receive a 0 for cheating.

Gradebook Setup

Prep Year	Year 1	Year 2

• Varies among content areas	• Two categories for the gradebook:
	  o 80% summative
	  o 20% formative
	• Unweighted category (0%) of assignments worth 0 points to communicate non-formative or non-summative assessments
	  o Homework
	  o Classwork
		• One graded category for the gradebook:
		  o 100% summative (Common amongst content teams. Can include traditional assessments, essays, projects, etc.)
		• Unweighted category (0%) of assignments worth 0 points to communicate non-summative assessments
		  o Formative assessments
		  o Homework
		  o Classwork

Grade Reporting

Prep Year	Year 1	Year 2
• Students receive a minimum grade of 50% for every quarter. • Zero, Missings, or Incomplete can be entered into the gradebook. • At the end of the year, if the Incompletes have not been rectified, the student will earn a withdraw fail. • Local finals can count as part of the overall average. They can also be included in Quarter 4 average or reported as a standalone on the transcript instead. • Effort grades and comments are used to provide non-academic feedback.	• Students receive a minimum grade of 50% for every quarter. • No Zeros are entered into the gradebook for summative assessments. Teachers utilize Incomplete, Missing, or Exempt for missing summative and formative assessments until they are rectified. • At the end of the year, if the Incompletes have not been rectified, the student will earn a withdraw fail. • No local finals will count as part of the overall average. They can be included in Quarter 4 average or reported as a standalone on the transcript. • Effort grades and comments are used to provide non-academic feedback.	• Students receive a minimum grade of 50% for every quarter. • No Zeros are entered into the gradebook for summative assessments. Teachers utilize Incomplete for missing summative assessments until they are rectified according to the timeline identified in the Incomplete Plan made with the student. • At the end of the year, if the Incompletes have not been rectified, the student will earn a withdraw fail. • No local finals will count as part of the overall average. They can be included in Quarter 4 average or reported as a standalone on the transcript. • Effort grades and comments are used to provide non-academic feedback.

Suggested Practice Shifts

Prep Year	Year 1	Year 2

• Give more weight to the most recent performance when appropriate (SBG):
  o Learning Plans to show improved achievement in quarter grades
  o Override final average to show improved achievement after final exams
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	  o Learning Plans to show improved achievement in quarter grades
	  o Override final average to show improved achievement after final exams
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Prep Year *(2021-22)* **Focus:** Develop Awareness	Year 1 *(2022-23)* **Focus:** Build Capacity	Year 2 *(2023-24)* **Focus:** Fully Implement
Bias-Resistant		

Extra Credit
 	
• No extra credit awarded for non-academic work
  o Ex: signatures for items brought in, bonus questions on tests unrelated to content, etc.
	Extra Credit
	
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		  o Ex: signatures for items brought in, bonus questions on tests unrelated to content, etc.

Homework • Homework is a maximum of 15% of the overall grade. We recommend homework to be ungraded and personalized to student needs.	**Homework** • Homework policy is aligned to District 6-12 Homework Policy. It is minimal, based on individual student and content needs, and ungraded.	**Homework** • Homework policy is aligned to District 6-12 Homework Policy. It is minimal, based on individual student and content needs, and ungraded.
Late Work • Evaluate and reflect on your latework policy and strive to develop consistent policies within your content areas.	**Late Work** • Late work will be accepted, up until at least the end of the unit, with no late penalty.	**Late Work** • Late work will be accepted, up until at least the end of the unit, with no late penalty.
Participation/Effort • Evaluate and reflect on your participation policy and strive to develop consistent policies within your content areas.	**Participation/Effort** • Participation is reported separately through report card comments and is not included in the gradebook calculation.	**Participation/Effort** • Participation is reported separately through report card comments and is not included in the gradebook calculation.
Motivational		

Retakes/Redos
 	
• All courses will experiment with offering "upgrade" remediation opportunities, including but not limited to:
  o Complete re-take
  o Component re-testing
  o Writing revisions
  o Test corrections (this year only)
• Students have the opportunity to earn back partial or full credit.
	Retakes/Redos
	
	• All courses will have a fully implemented "upgrade" remediation policy (for formative and/or summative assessments). These include but are not limited to:
	  o Component re-testing
	  o Writing revision
	• Students have the opportunity to earn back full credit on any retake.
		Retakes/Redos
		
		• All courses will have a fully implemented "upgrade" remediation policy.
		• Students have the opportunity to earn back full credit on any retake.

Renaming Grades • Language and vocabulary begin to shift from task-oriented and compliance-based language to learning-oriented language.	**Renaming Grades** • Language and vocabulary begin to shift from task-oriented and compliance-based language to learning-oriented and growth-mindset centered language.	**Renaming Grades** • Language and vocabulary begin to shift from task-oriented and compliance-based language to learning-oriented and growth-mindset centered language.
Assessments as Learning • Student learning target trackers are used to engage students in their learning and create a classroom community where constructive feedback is encouraged.	**Assessments as Learning** • Student learning target trackers and reflection surveys are used to engage students in their learning and create a classroom community where constructive feedback is encouraged.	**Assessments as Learning** • Student learning target trackers and reflection surveys are used on a regular basis to engage students in their learning and create a classroom community where constructive feedback is encouraged.

Due to their structure or unique learning formats, some courses may require a modification to the expectations outlined. The teachers of these courses will have the opportunity to request administrative approval to modify the building-wide grading policy by outlining their alternative needs and rationale. These courses could include Dual Credit courses such as MCC and SUPA, some elective courses, and some AP courses. If approval is given for variation in the building grading policy, it will be clearly stated and communicated in the course syllabus with the rationale for why this is required.