

AC-1812
Grading for Equity

Course Description

This course is designed to support educators in understanding the “why” and “how” of implementing equitable grading practices. Using the book *Grading for Equity* by Joe Feldman to guide inquiry, participants will engage in discussion, coaching conversations, and self reflection to determine how to adopt best practices for grading to most accurately reflect the learning and comprehension of all students. Major topics of the course include: 50% grading minimums, extra credit policies, homework policies, rolling gradebooks, and standards based grading, among others.

Learner Outcomes

Learners will:

- Understand what “grading for equity” means in diverse contexts
- Evaluate the purpose of grading and what it tells us about student achievement and learning
- Examine and evaluate current grading practices and philosophies and their alignment with equity-centered instruction
- Apply learning to analyze current grading practices
- Practice coaching conversations around equitable grading practices to guide departments, CTs, and individual teachers to grade for equity
- Synthesize learning by creating a syllabus that reflects equitable grading practices

Course Alignment

This course aligns with the FCPS goal of Student Success. It will support elimination of achievement gaps for students due to common but inequitable grading practices. The course content will provide educators with the understanding and skills to transform current practices to ensure that the academic excellence of all students is reflected in our systems of evaluation. The course also aligns with the goal of a Caring Culture. It will provide tools to ensure that cultural responsiveness is embedded into grading practices of teachers who want grades to reflect learning and understanding of students as opposed to behavior and access to resources. Teachers taking this course are committing to supporting an open-minded, responsive, and collaborative learning environment.

Nature of Course Delivery

- This course will be delivered virtually with a combination of synchronous and asynchronous learning experiences using Zoom and MyPDE.
- Each session will take place over one week.
- Each session includes a 2 hour synchronous whole group meeting and 4 hours of asynchronous learning and assignments per session.

Course Requirements

Feldman, J. (2018). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms* (1st ed.). Corwin.

The book *Grading for Equity* by Joe Feldman is required for this course. It is highly recommended that you obtain a copy for yourself by speaking to your principal about ordering a book. Please reach out to the course instructors if you have questions about getting a copy.

All participants must register for this course in MyPDE in order to access the asynchronous learning, access Zoom meetings, and receive credit.

Optional Additional Resources (Not Required)

Blum, S. D. (Ed.). (2020). *Ungrading: Why rating students undermines learning (and what to do instead)*. West Virginia University Press.

O'Connor, K. (2022). *A repair kit for grading: 15 fixes for broken grades* (3rd ed.). Perfect Paperback.

Course Calendar and Sequence (subject to change based on class needs)

<u>Grading for Equity</u>	
Session 1 Asynchronous Assignments (due 2/9)	
<p>READ:</p> <ul style="list-style-type: none"> • Grading for Equity: Prologue & Ch 1.pdf • GradingtoCommunicate-Winger.pdf <p>WATCH:</p> <ul style="list-style-type: none"> • Grading for Equity: What It Is, Why It Matters, How It Transforms Schools and Classrooms • What Your Grades Really Mean Eva Ren TEDxEdenHighSchool <p>LISTEN:</p> <ul style="list-style-type: none"> • Mind/Shift Podcast: Grades Have Huge Impact, But Are They Effective? <p>DO:</p> <ul style="list-style-type: none"> • Take the Quiz - Grading for Equity • Select a syllabus or rubric to bring to Session 1 	
Session Date	Topic(s)
	<p>Session 1: Foundations of Grading GFE: Prologue, Ch 1</p>
Session 2 Asynchronous Assignments (Due 2/16)	
<p>READ:</p> <ul style="list-style-type: none"> • Grading for Equity: Chs 2-6 (pp. 17-72) • Asset-based Assessment is Equitable Assessment — Teachers Going Gradeless <p>WATCH:</p> <ul style="list-style-type: none"> • Why Perfect Grades Don't Matter <p>LISTEN: (choose one)</p> <ul style="list-style-type: none"> • Vrain Waves Podcast: Grading for Equity with Joe Feldman <p>OR</p>	

<ul style="list-style-type: none"> • Harvard Edcast: Grading for Equity Interview with Joe Feldman DO: <ul style="list-style-type: none"> • Syllabus/Rubric Audit 	
Session Date	Topic(s)
	Session 2: The Case for Change GFE: Chs 2-6
Session 3 Asynchronous Assignments (Due 2/21)	
READ: <ul style="list-style-type: none"> • Grading for Equity: Chs 7-10 (pp. 73-149) • 15 Fixes for Broken Grades_Ken O'Connor.pdf WATCH: <ul style="list-style-type: none"> • (Strengthen) Focus on learning not grades Peter Brøndum TEDxCopenhagen • Why the traditional grading system does more harm than good Chip Porter TEDxYouth@MBJH LISTEN: <ul style="list-style-type: none"> • Ed's Not Dead Podcast: Grade for Learning, Not Failure (Segment with Rick Wormeli -Start at 20:00) DO: <ul style="list-style-type: none"> • Syllabus/Rubric Revision 	
Session Date	Topic(s)
	Session 3: Equitable Grading Practices GFE: Chs 7-10
Session 4 Asynchronous Assignments (Due 3/2)	
READ: <ul style="list-style-type: none"> • Grading for Equity: Chs 11-13 (pp. 151-225) • Know Your Terms: Holistic, Analytic, and Single-Point Rubrics Cult of Pedagogy • Navigating Resistance Slides WATCH: <ul style="list-style-type: none"> • Standards Based Grading and the Game of School: Craig Messerman at TEDxMCPSTeachers • Make Grading Point-less: Eliminating Points to Foster Student Motivation Jay Percell TEDxNormal LISTEN: <ul style="list-style-type: none"> • The Tom Schimmer Podcast: Standards-Based Grading (Start at 3:30) DO: <ul style="list-style-type: none"> • Syllabus/Rubric Revision 	
Session Date	Topic(s)
	Session 4: Coaching Conversations GFE: Chs 11-13
Session 5 Asynchronous Assignments (Due 3/16)	

READ:

- **Grading for Equity: Ch 14, Epilogue (pp. 227-245)**
- [Grades, Equity, and the Grammar of School — Teachers Going Gradeless](#)

WATCH:

- [De-Grading Education | Elizabeth Wissner-Gross | TEDxBeaconStreet](#)

LISTEN:

- **Cult of Pedagogy Podcast: [Could You Teach Without Grades? \(Transcript\)](#)**

DO:

- [Pitch Deck](#)

Session Date	Topic(s)
	Session 5: Learning Showcase GFE: Ch 14, Epilogue

Course Expectations and Attendance Policy

This is a 1-credit Academy course which consists of 10 session hours and 20 hours of out-of-class assignments. Participants are expected to attend all sessions and complete all assignments. The assignments are designed to deepen the participant’s understanding and skills around the course content. If a participant is unable to attend a session due to either pre-approved or unplanned absence, they are required to complete both the missed session make-up work and associated out-of-course assignments. Participants must attend at least 80% of the course sessions and complete all make-up assignment(s) for any session(s) missed in order to receive credit for the course.

- This is an online 1 credit Academy course which will require approximately 30 hours total
- This course is conducted entirely online through MyPDE.
- Technical requirements: high-speed internet access with a standard up-to-date browser.
- Participants must actively engage in class discussions and complete all assignments in order to receive credit for the course.

Make-up Work Policy

If a participant is unable to attend a session due to either pre-approved or unplanned absence, they are required to complete a make-up assignment equivalent to the amount of class time missed, which is typically 2 hours. Make-up assignments should be meaningful, purposeful, and applicable to the content of the course. The Academy may ask for samples of make-up work completed by a participant.

Religious Accommodations Policy

In compliance with Title VII of the Civil Rights Act of 1964 as amended, which prohibits discrimination based on religion, Fairfax County Public Schools provides reasonable accommodations for sincerely held religious beliefs, practices, and affiliations unless doing so would impose an undue hardship.

In accordance with Regulation 4817.5, Religious Accommodation for Employees, employees must make accommodation requests when enrolled in courses through the FCPS Academy program. Employees should review the course syllabus and class session dates to plan ahead for religious observances. In accordance with the aforementioned regulation, class



sessions missed will need to be made up prior to the last class session or within 10 working days, whichever comes first. The course instructor will provide instructions and necessary resources needed to fulfill course requirements.

Inclement Weather Policy

Online courses will proceed as planned in the event of a weather-related closure or delay. If power and Internet access are impacted by a weather-related event, please consult with the instructor to request an agreed upon alternate due date.