

Grading FAQs for Parents

Q	A
Why is ACPS changing grading practices?	Current grading practices are based on a token economy of earning points instead of focusing on learning. We have updated our policies to better align with research based practices, as well as the science of learning. This policy will also support consistency across teachers, classes, and schools.
Why now?	We adopted the grading policy in the Fall of 2020 and felt it was important to begin implementing practices that are more aligned to the pillars: accurate, consistent, supportive of student learning.
What does this mean for my student post secondary school ?	There are not any changes to the high school transcript. Grades that accurately reflect what students know, understand and can do help support students to become independent learners who can navigate lifelong learning opportunities.
How can I support my student?	Questions you might discuss to support your student: Did you complete the practice before the assessment? What feedback have you received from the teacher? What are your areas of strength for this class? What areas are you still growing? Have you asked your teacher if you can try again?
If practice is important to learning, why isn't it included in the grade ?	Practice should be given so that students improve their skills over time. It is important to the learning process, but providing grades for practice inhibits students opportunities to learn from mistakes. Grading expert Rick Wormeli discusses practice in this video , along with the implications for his classroom.
My student is not a good test taker so their grade is suffering.	Teachers work in partnership with families to support students with testing skills. Additionally, it's important to have an open line of communication between school and home. Teachers should offer the option for students to retake assessments when needed.
This system creates more stress for students.	Student stress is one reason we have created the policy in order to ameliorate the stresses students

	<p>feel from inordinate amounts of homework. Also, we are supporting student learning in new ways by eliminating too many scored assignments. Teachers are consistently updating assessment plans to include the most useful, valuable, and standards-aligned assessments for students.</p>
<p>How will I know how or what my student is doing in school?</p>	<p>Teachers have the ability to track student progress in Powerschool. They should be entering assignments, and providing students feedback. That might look like “Collected” or “Excluded” from the overall average.</p>
<p>Why are we giving students 50% for doing no work -</p>	<p>On a 0-100% the intervals between grades are not equal. By defining an F as a 50-59% we have created a 10 point scale with 50 as the floor. This video from Edutopia gives an excellent visual for the idea. Another resource on zero from Dr. Tom Guskey here.</p>
<p>Participation and effort should be included in grades; student behavior is important to learning.</p>	<p>It is true that students need work habits to be successful in life. Grading behaviors can tap into biases and subjectivity, and we want grades to represent academic achievement. This article from the National Association of Secondary Principals describes a journey to creating a better system for students and teachers. .</p>



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