

Secondary Grading/Reporting Update

ISC Meeting

January 12, 2021

**Mr. Jason Lilly, Supervisor of Secondary STEM
Chair of the K-12 Grading & Reporting Committee**



Redefining Success Pathway

The big idea of the Redefining Success pathway:

“we will transform how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery in areas that extend beyond traditional academic indicators.”



Cumulative (Quarterless) Grading

- Cumulative grading officially began at the start of the 20-21 school year
- Instead of having 4 separate quarters, there is now one single grading term for the entire year
- No separate midterm or final grades
- Summative assessments are still used to evaluate student learning but are not driven by calendar dates
- Teachers still retain the ability to weight individual assignments or categories to reflect importance

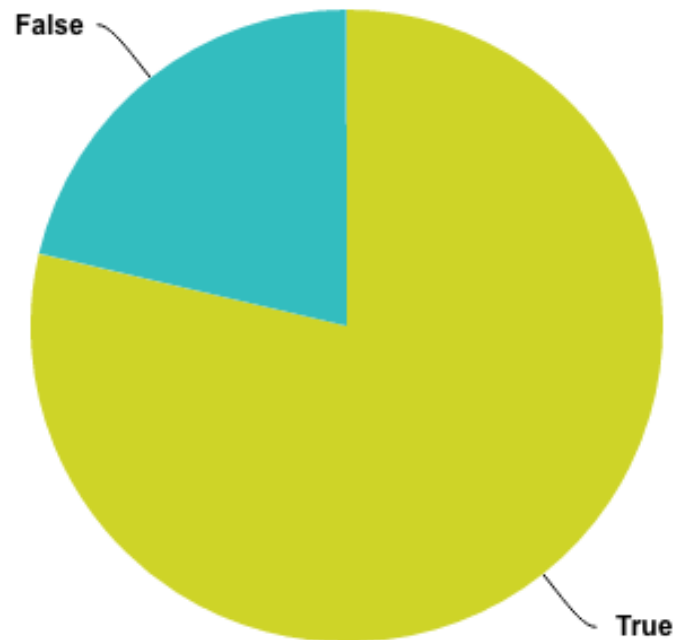


Why Cumulative (Quarterless) Grading?

- *It mitigates the stress cycle that students have to experience by being worried about the end of a quarter and the large number of tests/projects they have in the last 2 weeks of every quarter.*
- *This system has been piloted and utilized for several years by teachers in every department, and in both high schools. The data collected there demonstrates that the majority of students actually benefit academically in this model.*

The Results: Stress Levels

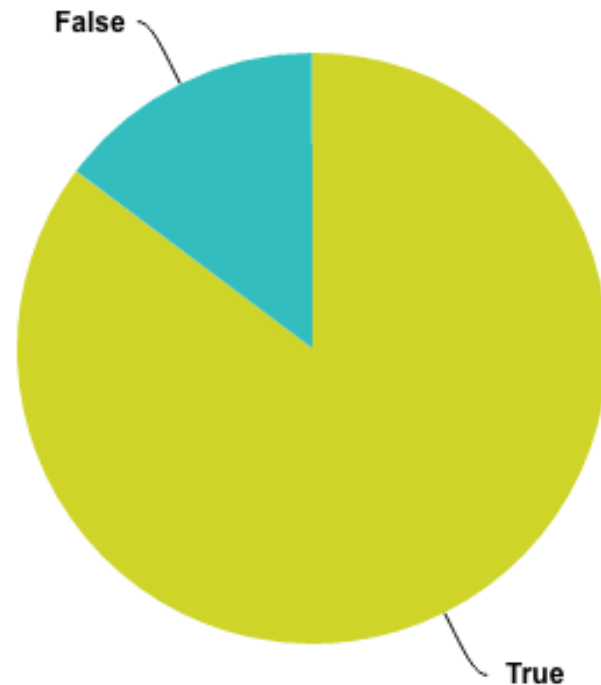
“The quarterless grading system helped to alleviate end of quarter stress.”



Answer Choices	Responses
True	78.69%
False	21.31%

The Results: Stress Levels

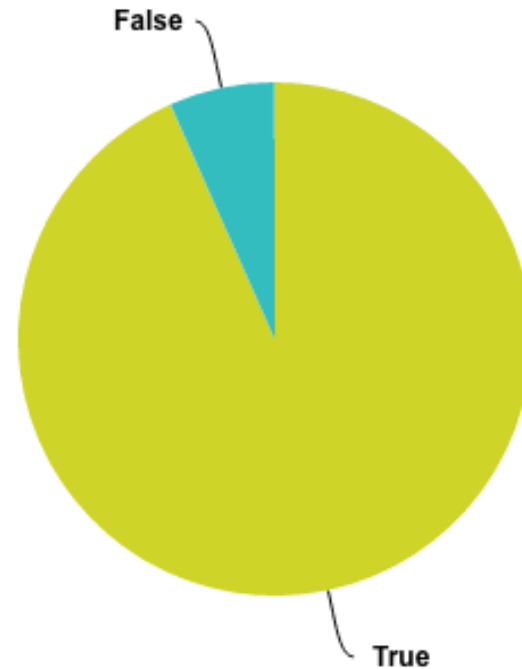
- “Sometimes at the end of a quarter, I was stressed out about teachers trying to fit in a test, but not in this class.”



Answer Choices	Responses
True	85.25%
False	14.75%

The Results: Fairness

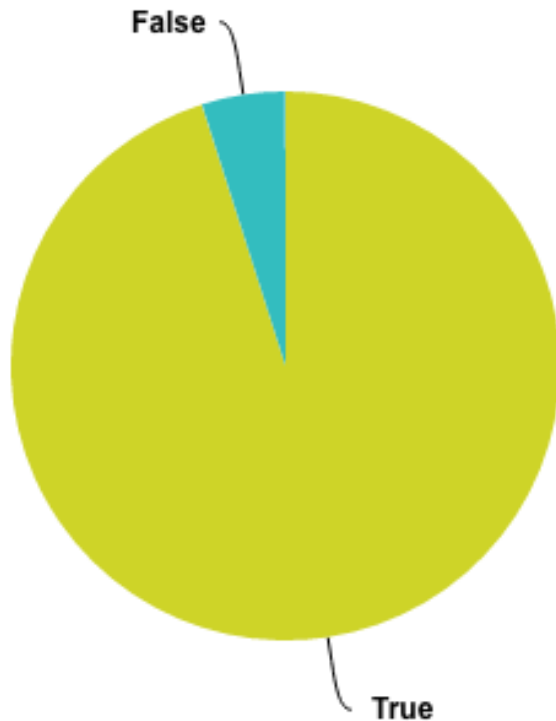
- “In previous courses, I have had quarters with a small number of tests/quizzes that had too much of an impact on my grade.”



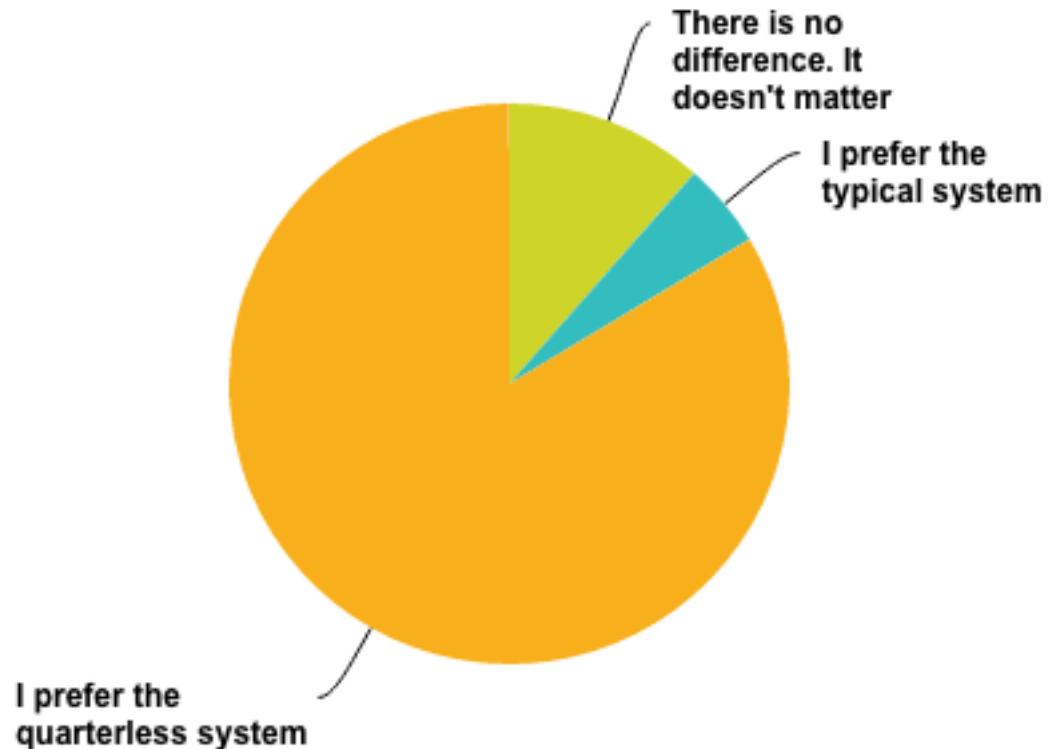
Answer Choices	Responses
True	93.33%
False	6.67%

Overall Student Opinion

“I wish more teachers would use a quarterless system.”



“Overall my opinion of the quarterless grading versus traditional grading is:”





Why Cumulative (Quarterless) Grading?

→ *It makes grading more fair and consistent.*

Scenario:

QUARTER	1	2	3	4
# OF TESTS		2	4	
%OF GRADE		20%	20%	
TEST IPACT ON OVERALL GRADE				



Cumulative (Quarterless) Grading

Advantages

- Continually provides an up-to-date grade
- Alleviates student & teacher stress at end of quarters
- Eliminates unbalanced quarters and grades

Disadvantages

- No hard reset when a new quarter begins



BEFORE

Q1=20%
Q2=20%
Midterm = 9%
Q3= 20%
Q4=20%
Final = 11%

- Formative and Summative Assessments based on student learning - organically
- Larger assessments worked into yearly grade

NOW

100%



Cumulative (Quarterless) Grade Reporting

- Checkpoints replace Quarter Grades
 - Checkpoint dates Nov 24, Feb 5, & Apr 23 and three weeks after each point
 - District will use the Checkpoint dates to determine honor roll and eligibility for honor society
- 50% floor for first half of any course
 - Adjusted at the first and/or second checkpoint



Powerschool Preview

Attendance By Class														
Exp	Last Week					This Week					Course	Y1	Absences	Tardies
	M	T	W	H	F	M	T	W	H	F				
1(A-D)	Spanish 4 H Email Capkin, Sean - Rm: 104	A+ 100	0	0
2(D) 3(A-D)	AP Physics 1 Email Christman, Nora M - Rm: 218	B+ 87	0	0
4(A-D)	AP US History Email Henneberry, Charles - Rm: 201	A+ 98	0	0
5(A)	Phys Ed 1st Semester Email Roeder, Shari - Rm: 1	A+ 100	0	0
5(A)	-	-	-	-	-	-	-	-	-	-	Phys Ed 2nd Semester Email Downer, Gregg Matthew - Rm: 1	[i]	0	0
5(B) 6(A-D)		Human Anatomy and Physiology H Email O'Connor, Kate - Rm: 320	A+ 98	0	0
7(A-D)		.		.						.	Pre-Calculus H Email Grugan, Kevin - Rm: 225	A 95	0	0
8(A-D)		.		.						.	AP English Language and Composition Email Ferguson, Aimee - Rm: 308	A+ 100	0	0
9(A-D)		Advisory Email Guay, Eugene - Rm: 210	[i]	0	0
10(B)	-	-	-	Z Lunch 1 Email Ferguson, Aimee - Rm: Lunch	[i]	0	0



Middle Schools???

- Currently very traditional
 - There are 4 distinct quarters
 - 25% of final grade comes from each quarter
 - Cumulative assessments often aligned with the quarters
- Becoming a 5-8 model
- Exploring grading/reporting options
 - Standards-based like the new elementary model?
 - Narrative feedback?
 - Cumulative vs Quarters?