Figure 6.3 Program Logic Model Example: Collective Efficacy and Grading

Collective Efficacy and Grading

We do not have consistency and clarity of meaning when it comes to our grading practices.

Inputs

Models of successful practices

Research-based

articles

Time to discuss the grading philosophy of teachers, families and students within the school community

Activities

Dialogue around the current reality of grading practices in the school

Jigsaw activities where groups are chosen to specifically look at one type of grading practice to report out to the group

Guskey says, "A survey is great. In fact, we've just started a group to guide districts and schools in these efforts (see www.gradingrx.com). I would recommend including teachers in the survey, if for nothing more than to show possible disparities between these stakeholder groups" (also see: https://gradingrx.com/exploring-the-factors-teachers-consider-in- determining -students-grades/)

Outputs

Teachers, students and families will be impacted positively by grading practices. In order to do this, they need to be clear about purpose. If the purpose is "to communicate accurate and meaningful information about students' academic performance at this time," for example, then "impact" is measured based on the effectiveness of that communication. Or are there other ancillary impacts, such as: perceptions of the fairness of grading; the accuracy of grades; the fairness of teachers; the usefulness of grading in guiding improvements in student learning; students' focus on learning instead of gaining high grades; or school-home relationships?

Parents' and families' as well as students' major concerns about grades are:
1. Fairness,
2. Accuracy,
3. Meaningfulness.
Consistency, guided by a constant focus on what will help students, is important in all three

(Guskey, e-mail communication, 2019).

Impact

Grading-improve how we evaluate that evidence and communicate the results of those evaluations to students, families, and others (Guskey & Link. 2019)