



Activity 5.2

Grading Policies and Practices in My District

Learning Targets for the Activity

- Be able to describe the official grading policies and practices in my district.
- Be able to evaluate the official grading policies and practices in my district for completeness and for conformity to the principles of sound grading practices.

Purpose

The purpose of this activity is to become aware of the official grading practices and policies in your district and appraise them in terms of the principles for sound grading that you learned in this chapter.

Time

45 minutes

Materials Needed

- Grading policy from your district (and from your building if there is an official school grading policy and you are a school-level leader)
- If the policy is on paper, colored highlighters

Suggested Room Setup

This is a small-group activity. Set chairs around a table so the group can work together.

Directions

Working in small groups, complete each step in the order below:

1. Read the district (and building if applicable) grading policy.
2. Highlight in green the aspects of the policy that reflect sound, recommended practices. Highlight in yellow the aspects of the policy that you want to question. Note what those questions are. Also, check the completeness of the policy. Does the grading policy state the purpose of grading in the district and describe the role of grading in the district's assessment system? Would you recommend any additions to the policy, and if so, why?
3. [Optional] If you are reviewing both building and district policies, compare and contrast them. What grading policy elements are in each, and why? Which elements are more specific?

Closure

Summarize what you have learned about your district's/building's grading policy from this discussion. Are there any follow-up conversations you wish to plan with other district leaders? What did you learn from this exercise that will be important for you to know in your role as a school leader? What questions do you have? What actions might you take?