

PILLAR	DRIVING PRINCIPLE	CHAPTER	GRADING PRACTICES
Accurate	Our grading must use calculations that are mathematically sound, easy to understand, and correctly describe a student's level of academic performance.	7	<ul style="list-style-type: none"> • Avoiding zeros • Minimum grading • 0–4 scale
		8	<ul style="list-style-type: none"> • Weighting more recent performance • Grades based on an individual's achievement, not the group's
Bias-Resistant	Grades should be based on valid evidence of a student's content knowledge, and not based on evidence that is likely to be corrupted by a teacher's implicit bias or reflect a student's environment.	9	<ul style="list-style-type: none"> • Grades based on required content, not extra credit • Grades based on student work, not the timing of work • Alternative (non-grade) consequences for cheating • Excluding participation and effort
		10	<ul style="list-style-type: none"> • Grades based entirely on summative assessments, not formative assessments (such as homework)
Motivational	The way we grade should motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption.	11	<ul style="list-style-type: none"> • Minimum grading and 0–4 scale • Renaming grades • Retakes and redos
	The way we grade should be so transparent and understandable that every student can know her grade at any time and know how to get the grade she wants.	12	<ul style="list-style-type: none"> • Rubrics • Grades based on standards scales, not points • Standards based gradebooks
	Equitable grading distinguishes and connects the means for learning effectively the “soft skills,” the practice, the mistakes, from its ends—academic success, and utilizes the broad and diverse universe of feedback and consequences, of which only one part is a grade.	13	<ul style="list-style-type: none"> • Emphasizing self-regulation • Creating a community of feedback • Student trackers