**Why study equitable grading? ­­**

Many of the efforts to innovate approaches to teaching and learning get stuck in questions of how to assess and report student performance. Grading itself is often a task driven by a software program which may not have been developed with input from end-users – the teachers. Convincing educators of the benefits of rethinking grading practices may be a solid first step toward developing interdisciplinary instruction. In Joe Feldman’s [*Grading For Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms*](https://gradingforequity.org/), the author presents the history of our current grading practices and argues that they are mathematically inaccurate, do not reflect essential learning, are riddled by bias toward privilege and tradition, and do nothing to enhance motivation to learn.

We suggest keeping a journal to record the discussion prompts, within the videos and listed here, and your responses.

If you have questions while studying, contact someone at DOE

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| **Introduction to Equitable Grading****How to use this study guide****Video (x)** |
| **Session #** | **Facilitator(s)** | **Topic** | **Preparation before session/Homework after session** |
| 1[Video](https://www.youtube.com/watch?v=EQEuG1x2KwI)(28:22) | **Patti Forster** Camden Hills Regional High school patti.forster@fivetowns.net | OrientationFraming of project Grading foundations | **Before the session:** Read the prologue (14 pages) & Part 1: Foundations, chapters 1 & 2 (22 pages)**After the session****Reflection**: what do you notice in Grading for Equity that may inform interdisciplinary instruction? **Read** Part II introduction to the case for change and chapter 3 (11 pages) |
| 2[Video](https://www.youtube.com/watch?v=eGOAXtUhuAg)(31:30) | **Patti Forster** Camden Hills Regional High school patti.forster@fivetowns.net | **The case for change:** How traditional grading stifles risk-taking and supports the “commodity of grades” | **After the session****Reflection**: what historical practices related to grading present challenges to innovation? **Read** chapters 4, 5, and 6 (30 pages) |
| 3[Video](https://www.youtube.com/watch?v=uD7N-aXFTsU)(33:04) | **Patti Forster** Camden Hills Regional High school patti.forster@fivetowns.net | **The case for change:** Traditional grading hides information, invites biases, and provides misleading information **+** Traditional grading demotivates and disempowers **+** A new vision for grading | **After the session****Reflection:** if traditional grading hides information, what information would you like to recognize in grade reports? What is the difference between grading and reporting?  |
| **Tuesday, October 4 and Thursday, October 6****3:30 – 5:00****Facilitated discussion of equitable grading: history and call to action** |

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| **What follows is a study map for the three pillars of grading for equity.** **Consider studying just one of the pillars – the one that most speaks to you.**  |
| **4**[Video](https://www.youtube.com/watch?v=KkXl5cHRC5o)(47:42) | **Bre Allard** Leavitt Area High Schoolbreanna.allard@msad52.org**Michelle DeBlois** Lewiston Middle Schoolmdeblois@lewistonpublicschools.org | **Pillar 1 Accuracy-*** Avoid Giving 0s
* Minimum Grading
* 0-4 Scale
 | **Before the session:** read chapter 7 (28 pages)**After the session****Reflection:** what may be the greatest challenge to changing practices for accuracy? **Read** chapter 8. (15 pages) |
| 5[Video](https://www.youtube.com/watch?v=32L5q8fXo9c)(54:15) | **Pillar 1 Accuracy-*** Weighing More Recent Achievement
* Grading Group Work
 | **After the session****Reflection:** describe grading practices that are more accurate from a context-agnostic approach. What school-wide policies might be needed to transform grading and reporting?  |
| **Tuesday, December 6 and Thursday, December 8****3:30 – 5:00****Facilitated discussion of equitable grading: accuracy** |
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| 6[Video](https://www.youtube.com/watch?v=49DgdaAOElY)(18:55) | **Stephanie Hendrix** Bangor High Schoolshendrix@bangorschools.net **Melanie Brown** Ellsworth Middle School mbrown@ellsworthschools.org  | **Pillar 2 Bias-resistant practices**-* Extra credit
* Grade the work
* Participation and effort
 | **Before the session:** read chapter 9 (16 pages)**After the session****Reflection:** how would you explain bias practices in grading in an elevator speech? **Read:** read chapter 10 (23 pages) |
| 7[Video](https://www.youtube.com/watch?v=c9dtl8Eba5Y)(15:48) | **Pillar 2 Bias-resistant practices**-* Homework
* Summative/performance assessment
 | **After the session****Reflection:** what may be the greatest challenge to changing practices to discourage bias? What is the value in our work to challenging grading bias? |
| **Tuesday, February 7 and Thursday, February 9****3:30 – 5:00****Facilitated discussion of equitable grading: anti-bias practices** |
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| 8[Video](https://www.youtube.com/watch?v=lst6VzGZJDY)( 25:27) | **Beth Carlson** Kennebunk High School bcarlson@rsu21.net**Renee Doucette** Kennebunk High Schoolrdoucette@rsu21.net**Angela Domina** Bangor High angela.e.domina@gmail.com | **Pillar 3 Motivation**- * Minimum Grading
* Renaming Grades
* Retakes and Re-dos
* Rubrics
* Beyond Points
* Standards-based Grades
 | **Before the session:** read chapters 11 & 12 (52 pages)**After the session****Reflection**: what is familiar and what is potentially significant change when considering these motivation-related changes to grading practices? **Read**: chapter 13 (21 pages) |
| 9[Video](https://www.youtube.com/watch?v=Q7uZr-1esGA)( 25:54) | **Pillar 3 Motivation**-* Emphasizing Self-Regulation
* Creating a Community of Feedback
* Student Trackers
 | **After the session****Reflection:** Consider how you might create a classroom or school community in which students take ownership for their learning. What else besides grades helps to empower student agency?  |
| **Tuesday, March 7 and Thursday, March 9****3:30 – 5:00****Facilitated discussion of equitable grading: motivation** |
| 10Video(x) | Morgan DuntonMaine DOEMorgan.dunton@maine.gov  | **Now what?** Rethink learning targets and grading practices. * Identify essential concepts for reporting.
* Develop the tiers of grading and reporting. (classroom, progress, transcript, accountability)
 | Chapter 14: Putting It All Together  |
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