

Grading and Homework Policy:

A Pilot Program at
Alan Shawn Feinstein Middle School

Presentation to Coventry School Committee

May 8, 2012

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Setting the Context

- *Examination of the data: why are students not being successful?*
- *Existing Coventry policies 20 years old, pre-date the standards movement*
- *Common Planning Time discussions reveal inconsistencies and inequities in policies*
- *Survey teacher leaders, counselors: personal experiences, beliefs dictate personal philosophies*
- *Research informs committee's thinking, beliefs*
- *Policies developed based on research*

Policy aligns with the RI Basic Education Plan (BEP) (June 2010)

- “Student level grading shall be based on multiple measures of student work collected in multiple formats and under varying conditions”
- “Student behavior and effort shall be reported separately from academic achievement.”
- “Student grades shall be supplemented with a narrative of student progress on meeting course goals.”

Standards Based Grading Policy

Definition: *grading and grade reporting indicate what a student has learned and is able to do relative to the content standards*

Purpose: *to describe a student's learning regarding how well he/she has achieved proficiency in the adopted content standards indicated by the content strands.*

Essential Guiding Beliefs

- An assessment of a student's performance should reflect his/her authentic learning (Product), work ethic skills (Process) and academic progress (Progress).
- Work ethic, homework, behavior, attendance, timeliness, and other skills/qualities are integral to the learning process yet need to be distinguished from the reporting of authentic learning and academic progress. Such qualities are best considered as learner qualities.

Essential Guiding Beliefs

- Assigned work that is late or missing, when incorporated into a student's grade, negatively impacts that report card grade and delivers an inauthentic and false assessment of the student's learning and what he/she is able to do.
- A grade of a 0 (zero) unjustly skews a student's summative grade. Therefore, a student should have multiple opportunities to demonstrate what he/she knows and is able to do.
- Students should have the opportunity for retaking assessments without penalty in their content grade.

Essential Policy Components

Grade Reporting:

- *Product — academic achievement / performance*
- *Process — effort and work habits*
 - Prepared for class
 - Participates in class
 - Completes homework
 - Submits work on time
 - Works well with others
- *Progress — how much movement an individual has made*

Essential Policy Components

- Insufficient Evidence
- Submission of Work
- Opportunity to Retake Assessments

Redos & Retakes

Wormelli Video

Policy Implementation Findings

- Need to put some data from faculty survey
- Do we have any student data we could present?
- Need to identify components of policy that are strong/working

Policy Implementation Findings

Components causing reflection and consideration for revisions:

- Submission of Work
- Opportunity to Retake Assessments

Policy Revisions

Policy Revisions

ASFMS Report Card

See Handout

Honors vs. National Junior Honor Society

Next Steps

- Request School Committee support to move forward with revisions of the policy.
- Work with Superintendent/Central Office to organize policy in standard policy format.
- Seek CTA review/support.
- Seek School Committee approval in July 2012.
- Full implementation 2012-2013 school year.

Questions & Thoughts