

Instructional Practices: Grading and Assessment  
5-4-2021  
2:45-3:30

**Agenda:**

- 1) Assign roles
- 2) Review progress of other two subcommittees (top ten, weighted grades)
- 3) Discuss/formulate an approach to answering an essential question:  
*What do we grade and why?*
- 4) Identify actions based on this discussion for organizing proposals/actions.
- 5) Next meeting?

**Present:**

Jen Given, Jenn Staub, Yolanda Flamino, Marth Daigle, Krista Whalen, Beth Williams, Heidi Foster, John Sommer, Amanda Zeller

**Roles:**

Amanda will facilitate and take notes (Heidi offered for next time)  
Process observation will go through email to Amanda or Yolanda

**Progress of other two subcommittees:**

top ten is now Latin Honors, weighted courses hasn't yet gone to board, Beth will keep us update on progress

**Discussion:**

Survey topics/points that came up:

Differentiate element of "compliance" (best word Jen Given could find, not really what she means...format? Executive function?)--things like being on time, turned in through correct portal (ie, turnitin), format--how do these figure into grading right now?

What role does reassessment play right now? How are reassessments allowed in different content areas? Is there a time reassessment is inappropriate? How does this apply to/respond to different rates of learning?

How does student accountability factor into grading and assessment?

How do we center our discussion on the overall purpose of grading? What are the central aspects of grading and assessment? What should change about what we currently do? What should not change?

What is the role of zeros in grading?

*\*How can we survey families and students effectively?*

What is the role of administrators:

To collect and scan staff grading policies and create a sort of comparative analysis/sense of range?

Change in HS leadership--how does this play into the focus of this group?

Questions that came up during discussion:

How do we account for different "Rates" of learning?

What should determine when a student drops a course (or a level)?

Can we identify different yet consistent approaches for different types of work?

Should there be different standards and goals for Honors and Accelerated courses? AP?

Are there types of assessment that are outdated?

How consistent do courses need to be?

Are there ways to ensure that retakes are actually re-assessing content and not just learning the answer to fill in for points?

How can we be both consistent and flexible?

***For next time:***

Beth, Jenn, and Amanda will create something (very rough) in terms of a survey for the group to discuss and workshop together.

Amanda will try to pull together a re-visit/comparison of questions that keep emerging to try to give some focus points for specific direction the committee can take

*Agenda items for next time:* develop a survey for staff

Define the admin tasks

Revisit questions/essential topics from the start--key word/focus

Need for "Refreshed" membership?

*Next meeting:* 5-25-2021