Equitable Grading Update

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How We Got Here

2019-2020 School Year

- Inconsistent practices

- No path forward for students with low grades

- Racial/Socioeconomic disparities

- How are we assessing and measuring learning?

- COVID shift (no Fs)

2020–2021 School Year

- Introduced Grading for Equity

- Year one implementation

- Piloting 1-4 scale

- Family communication

- Built Performance Task Template with Building 21

- Started exploring Competency-Based Learning Model as a way to support our Deeper Learning initiatives

Learning Objective #1	I can create a **clear claim**.		
4- Exceeding	**3- Meeting**	**2- Approaching**	**1- Not Yet**
I understand how to **construct a clear claim**, and I demonstrated these skills clearly in my paragraph.	I can mostly understand how to **construct a clear claim**, but some of my paragraph doesn't show this.	I'm starting to get how to **construct a clear claim,** but my paragraph shows that I still need someone to coach me through it.	I'm just starting to learn how to **construct a clear claim**, and my paragraph shows I don't really understand it yet.
WHY? Justify your choice:			

Competency-based Learning Model

- Students Advance upon Demonstrated Mastery

- **Explicit and Measurable Learning Objectives Empower Students**

- **Assessment Is Meaningful and a Positive Learning Experience for Students**

- Students Receive Rapid, Differentiated Support

- Learning Outcomes Emphasize Application and Creation of Knowledge

"CBE has become the new grammar of schooling, where students progress based on evidence of mastery and not seat time, and equity for all students is embedded in the culture, beliefs, practices, structures, and systems of our schools." - Sandra Moumoutjis

Building 21

- Founded 2 lab schools that fully implement CBE in Philadelphia

- Provide individualized coaching to other schools to work on CBE implementation

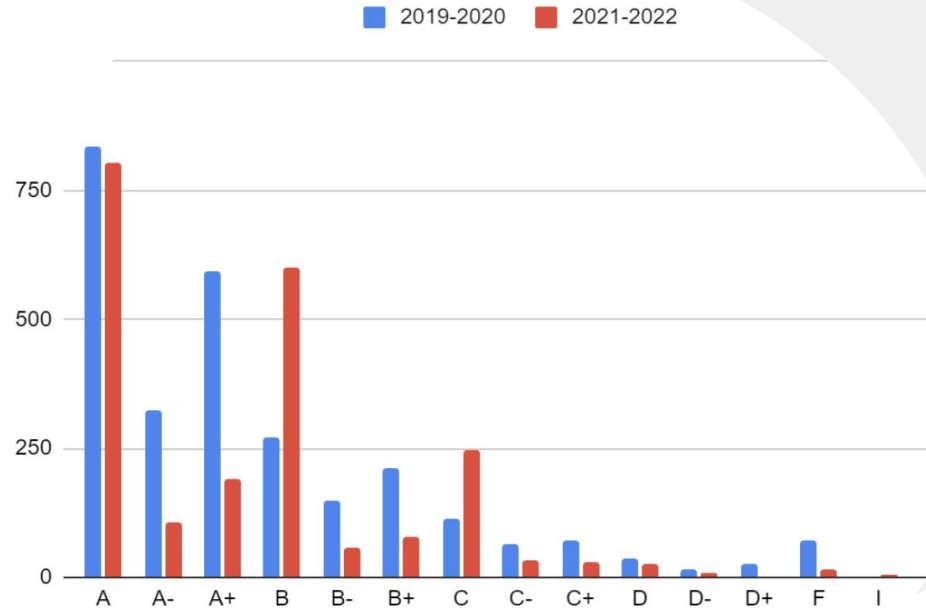- Provide open-source materials to facilitate CBE

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Progress Made

2021-2022 School Year

- Second Year Grading for Equity Implementation

- Using 1-4 scale

- Piloting summative-only grades

- Performance Task implementation

- Family communication

Legend: 2019-2020 (blue), 2021-2022 (red). Bar chart showing grade distribution across categories A, A-, A+, B, B-, B+, C, C-, C+, D, D-, D+, F, I. Y-axis ranges from 0 to 750.

Student Feedback

"Moving to an all summative grade helps me feel less pressured. I have been learning and practicing at my own pace. I feel like this method represents our learning better. This learning method makes it so that students can learn and practice without worry and we can put a lot of effort in summartives and not get sidetracked by formatives." - Long

"The summative is like a way to present what I've learned with the practices. Something I like about not having practices count against me is that I can make mistakes. Having room to improve and make mistakes helps me feel more at ease. I can also use comments on the formatives to help me realize what to work on and what to do on the summative." - Christine

Student Feedback

"

"I think that the summatives being 100% of my grade helps because that means that the practice isn't graded. Practice shouldn't be graded because it is just practice. It's like a sport, you go to practice and those are just to practice what you've been learning and to get better. Then at a real game, it is what really matters." - Piper

"The move helped me better understand my learning by requiring me to give it my all on each summative assignment. Another thing that the move helped me understand my learning is that I need to give 100% of my attention to my teacher. I feel like this does better represent my learning. I feel like this because I try the most when we do summative assignments. Something I like about not having to practice count against me is that there is now less stress. Another thing is that it helps me focus on important assignments." - Daxing

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Next Steps

Identified Areas for Improvement

- Better system for calculating grades when grading for competency mastery rather than point averages

- Better growth tracking system

- Better communication for students and families

- Continue staff development for competency-based learning

- Connect 6-core Competencies to performance tasks

Responding to areas for improvement

- Plan to work with Building 21 as a Learning Innovation site over the next calendar year on our next steps

- This Spring:

    - Pilot competency tracker and progress report for 2 classes

    - Build competencies for all classes

    - Plan on-going staff development

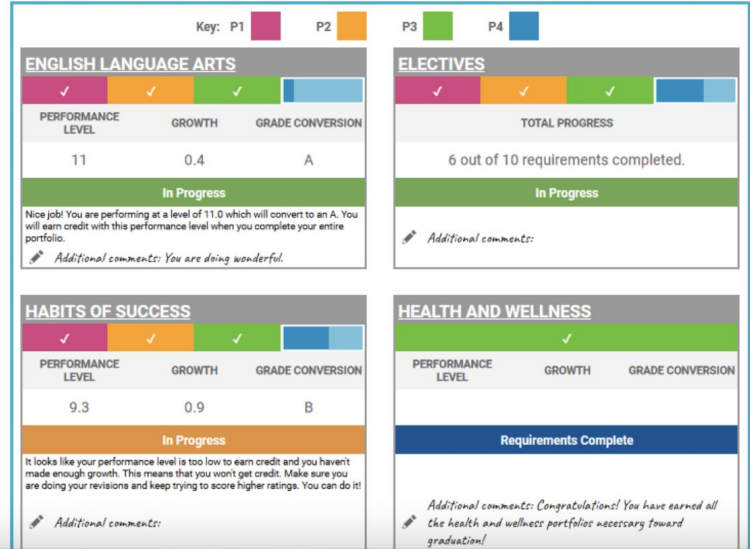   - Decide on grade-reporting for 22-23 SY

Report Comparison

| Per	Course Title	Teacher Name	Prg	Tri	Prg	Tri	Prg	Tri	CI	WH	Comments
0	Tutorial 7	Starch, S	P	P							
1	Alg Foundation2	Colon, B	A	A-							Student has been an active participant in our class. I appreciate your student's engagement! Student has demonstrated mastery of skills through formative and summative assignments in class.
2	Sci/health 7	Starch, S	B	B			B				Student has been an active participant in our class. I appreciate your student's engagement! Student has recently shown growth in mastery of skills through formative and summative assessments.
3	Beginning Band	Hardman, B	B	A							Student has been an active participant in our class. I appreciate your student's engagement! Student has demonstrated mastery of skills through formative and summative assignments in class.
4	Eng/lang Art 7	McGeorge, A	B	C							Student is progressing towards mastery. Student would benefit from working on practice materials with teacher. Please see teacher during tutorial for 1:1 support.
5	Hist/soc Sci 7	Lobatz Sloane, M	C	C							
6	PE/7th Gr	Benson, L	A	B+							
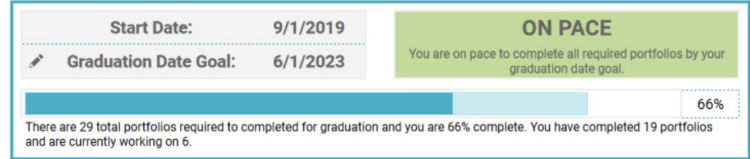
Next Steps 22-23

- Continue to work with Building 21 to
  - Implement competency tracker and progress report in all classes
  - Continue staff development in CBE and Deep Learning
  - Choose platform for full grading implementation
  - Strengthen parent/guardian communication (including recruitment)
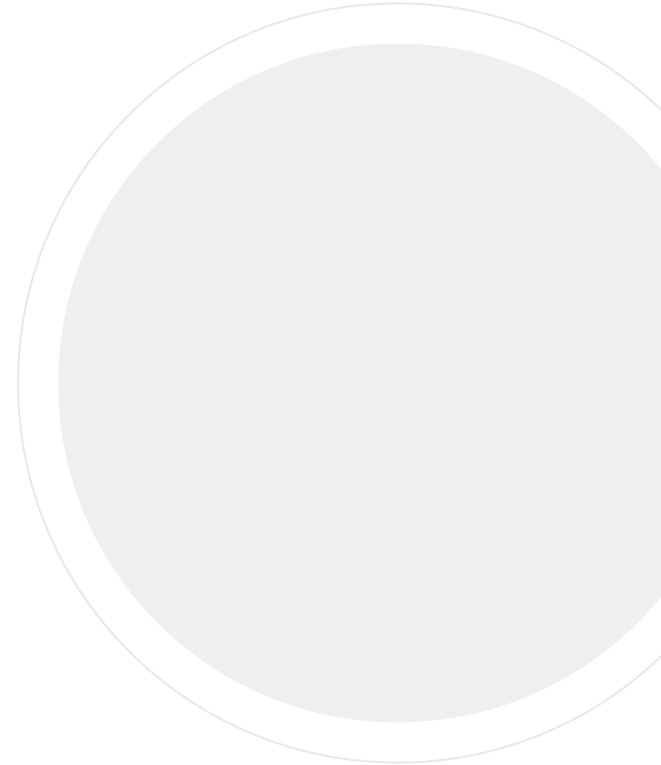
Further Reading

Detailed definition of CBE

Standards Based vs Competency Based Learning

Why Standards Based Grading (references similar rationale to shifting grading systems)

○ Building 21 Website