

# WELCOME IN!

Get comfortable  
and enjoy some  
food for  
thought...



**Tyler Rablin**

@Mr\_Rablin

How would your assessment/  
reporting/grading look if your  
sole goal was to help students  
achieve their highest potential?

I can't get this question out of  
my head tonight.

20:24 · 28 Sep 21 · [Twitter Web App](#)

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# Toward Equitable Grading Practices

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Dr. Allie Ivey - Digital Learning Program Specialist  
Andy Byerley - Math Assessment Specialist

# Session Structure

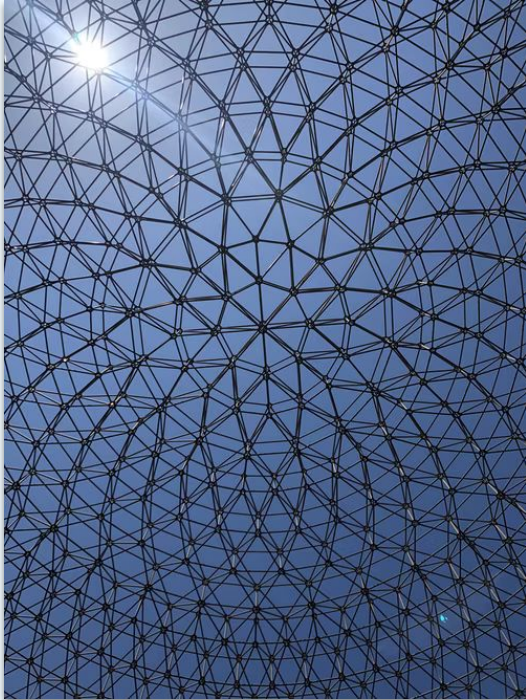


Photo by Vishal Vasnani on [unsplash](#)

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- Community Agreements and Grounding
- Tenets and Pillars of Joe Feldman's *Grading for Equity*:
  - **Pillar #1:** Accuracy
  - **Pillar #2:** Bias-Resistance
  - **Pillar #3:** Motivation
- Closing and Reflection

# Community Agreements



Photo by Tim Mossholder on [unsplash](#)

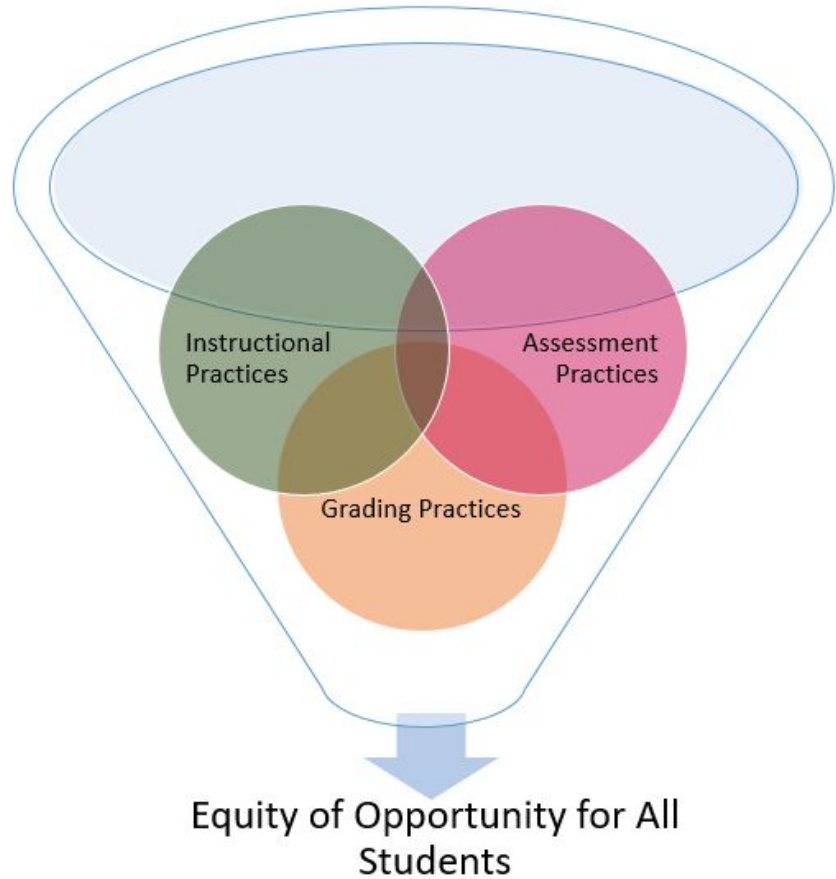
1. Stay engaged
2. Speak our truth
3. Experience discomfort
4. Expect and accept non-closure ***but not non-action***

# Grounding and Connection

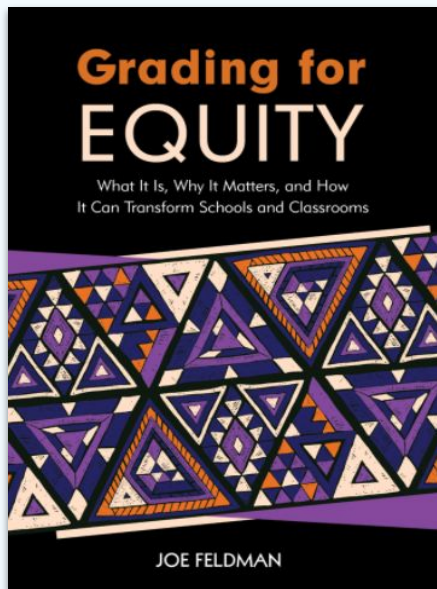
How has the way  
you were graded as  
a student impacted  
the way that you  
have graded as an  
educator?



# The Power of Connections and Coherence



# Grading for Equity: Feldman's Three Pillars



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Accuracy



Bias-Resistance



Motivation





# Pillar #1: Accuracy





# Accuracy: Driving Principle and Practices



**Driving Principle:** Our grading must use calculations that are mathematically sound, easy to understand, and correctly describe a student's level of academic performance.

- **Avoiding Zeros**
- **Minimum Grading** (setting a percentage such as 50% that no student can score below)
- **1-4 Scale**
- **Weighting More Recent Achievement**
- **Grades Based on An Individual's Achievement, Not the Group's**

**Individual Reflection:** Can you think of a student whose grade did not reflect their proficiency level/knowledge (was inaccurate)?

# Discussion Activity

## The Illusion of Accuracy in Grading



Categories	Grading Weights	Student 1	Final Avg.		Student 2	Final Avg.
Tests, Projects, and Quizzes	50%	60%	30%		95%	48%
Classwork	20%	95%	19%		60%	12%
Homework	20%	80%	16%		50%	10%
Participation	10%	100%	10%		50%	5%
			75%			75%

<https://bit.ly/37SYoF2>



## Pillar #2: Bias-Resistance



“You cannot engage in grading without also engaging in oppression.”

- Dr. Leah Dunbar, Lane ESD



# The Approach to Anti-Racist Grading

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“...There absolutely is such a thing as antiracist grading, but it starts with me **examining the biases** that I bring into school and the discriminatory ideologies and structures that lead to the types of pedagogy I engage in. It's about me **disrupting** the very curriculum that I teach, and then it gets to the grading. **Think of grading as the output: If your programming code is bad, the output of the program will always be bad.**”

*Cornelius Minor, Ed Leadership, 9/2020*

# Bias Resistance: Driving Principle and Practices

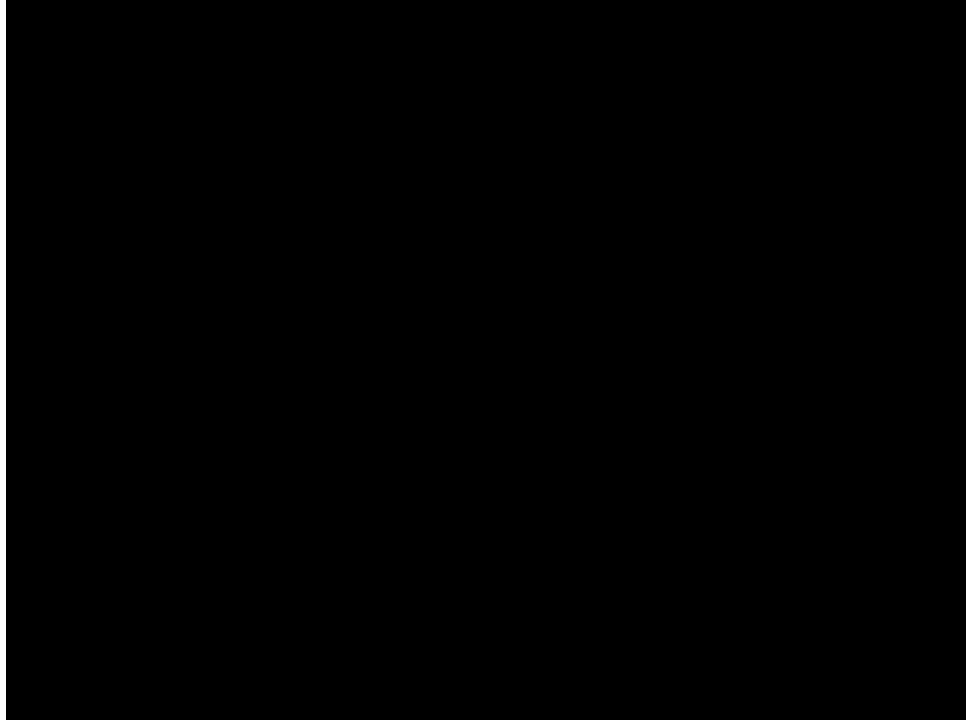


**Driving Principle:** Grades should be based on valid evidence of a student's content knowledge, and not based on evidence that is likely to be corrupted by a teacher's implicit bias or that reflects a student's environment.

- **Grades Based on the Required Content of the Course, Not Extra Credit**
- **Grades Based on Student Work, Not the Timing of the Work**
- **Alternative (Nongrade) Consequence for Cheating**
- **Excluding "Participation" and "Effort"**
- **Grades Based Entirely on Summative Assessments, Not Formative Assessments Such as Homework**

**Pair - Share:** Choose one of these topics that resonates with you - what questions, challenges, and opportunities does this topic raise in thinking about your school?

# Pillar #3: Motivation



# Self-Concept + Identity + Belonging

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If everything about me in a class is judged and included in a grade, and it's impossible for me to understand exactly how, or whether it's even possible, to affect my grade . . . then my grade says not what I've learned in the subject so far, but ***who I am***. An omnibus grade captures everything I do in a class, so ***how could the grade not describe everything I am?***

Joe Feldman, Grading for Equity (pp. 60-61)



# Motivation: Driving Principle and Practices



**Driving Principle:** The way we grade should motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption.

- **Minimum Grading and 0-4 Scale**
- **Renaming Grades**
- **Retakes and Redos**

**Individual Reflection:** Have you ever worked with a student (or maybe you've been this student?) who had given up on a course in the middle of the term because their grade was too low to pass? What was the impact on this student?



Photo by Allison Shelley for [EDUImages](#)

“

**We want our grades to  
motivate students  
intrinsically.**

**- Joe Feldman**  
in Education Week Teacher

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# Retakes & Redos



***When should a teacher stop a student's learning?***

Encourage growth from mistakes

Allow grace for individual circumstances

Honor different speeds of learning and various amounts of background knowledge

Focus on learning and growth

# Discussion Activity: Action Planning



Photo by Kelly Sikkema on [unsplash](#)

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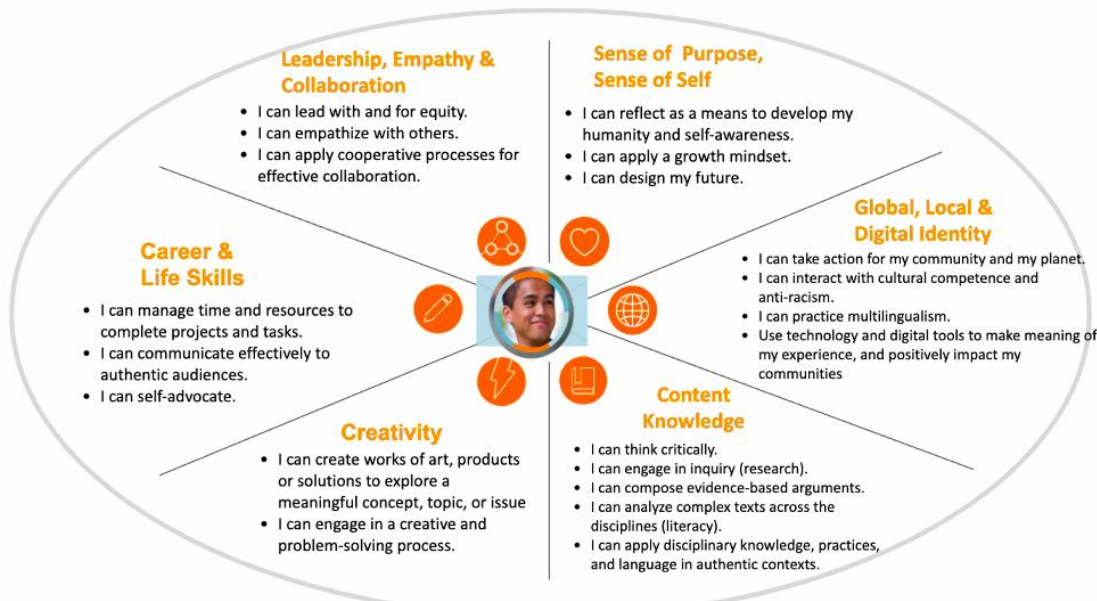
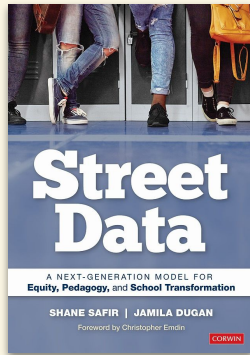


1. Identify an equitable grading action that you can/would like to commit to in the short-term (through the end of this year) and long-term (22-23 school year)
2. Begin to develop an action plan by considering:
  - a. Who else needs to be involved in the planning process?
  - b. What professional development do your teachers need?
  - c. What is your communication plan (to teachers, students, and families)?
3. Interrogate your District's Academic Achievement Policy IK and reflect on alignment/misalignment and opportunities.

# Building a Graduate Profile

## What is a graduate profile?

- “... an accessible, succinct description of what every graduate must know, understand, and be able to do” (p. 125).
- It can be done at any level of the system (not just for high school graduation).



San Francisco Unified School District's Graduate Profile

# Discussion Activity: Graduate Profile



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<https://bit.ly/3uBhLv9>



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1. What focal domains would be included in your school's graduate profile?
2. What skills would you embed within each of those focal domains?
3. Do your grades and grading align with these focal domains?
  - a. In what areas do you see alignment?
  - b. In areas of misalignment, what needs to be shifted/what would it take to create this shift?
4. Do your grades allow for this graduate profile to feel meaningful, authentic, and **attainable** for all students?
  - a. Think specifically about students who have been historically and systemically marginalized.



“When talking about **courageous co-conspirators**, it’s about “...understanding where we stand in relation to systems of privilege and oppression, and **unlearning the habits and practices** that protect those systems.”

*Bettina L. Love, We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom, 118*