Proficiency-Based Learning: A Systemic Approach
Reviewing Sample Grading Systems

The purpose of this process is to provide a structured way of reviewing and reflecting on sample grading artifacts from schools implementing proficiency-based learning across the country.

One caveat to keep in mind:

> *It is <u>not</u> advisable to simply adopt another school/district's practices. The samples you review are the result of many conversations between educators, students, families, and community members. Therefore, while the samples may prompt good conversation, they should not replace the conversation!*

Process

1. **Review samples independently. (15 min)**
2. **Observe. (5-10 min)**
   In this step, group members should merely report out--as specifically as possible and without judgment--what was included in the samples. One person should scribe the observations in a visible way (on chart paper, whiteboard, or shared digital document).
   ○ What did the samples articulate about the **purpose(s)** of grading?
   ○ What specific **practices** did we notice?
   ○ What **policies or agreements** were mentioned?
3. **Implications (20-30 min)**
   Based on the observations, group members can bring up what the implications of the sample documents might be in their school / district.
   ○ How do the **purposes** compare to our stated (and unstated) purposes for grading?
   ○ What **practices** would represent changes in our work? How might those changes impact student learning?
   ○ How can we support improved practice through **policies** and/or agreements?
4. **Next Steps. (10 min)**
   Each team member, in a round robin, suggests one next step until all ideas have been generated. The team can then discuss what 2-3 immediate next steps are the most pressing by vote. The team should ensure that all steps are recorded and discussed in subsequent meetings.