



Grading Committee Activity

You have been asked to serve on a newly formed “Grading and Assessment Committee” for a hypothetical district. You will consider a number of perspectives as you go through this activity.

You will be given a profile of the district, as well as relevant policy documents, to begin your work. Your school district is moving toward competency-based education, but is still in the beginning stages of that work. The superintendent recognizes that one of the steps in moving forward is the need for clear policies and practices related to grading and assessment.

Your task is to review the relevant materials, do appropriate research on grading and assessment policies and practices, and develop a timeline and action plan for the Grading and Assessment Committee.

Here is the agenda for your first meeting:

1. Introductions
2. Task outline
3. Identify stakeholder interests and concerns
4. Outline specific research focus areas
5. Begin discussion of timeline

Perspectives

	Point of View
Superintendent	<ul style="list-style-type: none"> ● Must serve the school board ● Driven by certain timelines and implications (budget implications; policy reading and adoption) ● Aware and respectful of others’ timelines (curriculum preparation; professional development rollout; principals’ expressed needs) ● Aware that board support is tenuous and subject to erosion by community push-back ● Desires long-lasting policy adoption ● Has some ability to lead the learning curve (about competency-based education) of the Board

	Point of View
<p>Principal-- Could be:</p> <ul style="list-style-type: none"> ● Elementary ● Middle ● Secondary 	<ul style="list-style-type: none"> ● Ombudsman role between community of parents and community of teachers and staff ● Leader of change in your building ● Strive for consensus but balance buy-in with decisiveness and momentum ● Must know about, show concern for, and support the implications to teachers for classroom implementation of competency-based education. ● Must provide support for implementation, while also insisting upon fidelity by each staff and consistency across staff ● Consult with fellow principals for inter-building seamlessness ● Secondary: unique concerns come at you from all sides about transcript, college-going, school profile, school Program of Studies, honor parts, rank, and eligibility ● Would like to adapt the local supervision and evaluation model to support the demands of this work
<p>Student</p>	<ul style="list-style-type: none"> ● Driven to achieve, successful in non-CBE settings, suspicious of new rules of achievement ● Engagement in school is more a question of teacher charisma, a subject area's apparent relevance, and what I'm going through at the moment. Track record has a mix of highs and lows, accordingly. Chooses not to comply with "lame" teachers. ● Wonders whether colleges will disadvantage a competency-based record of achievement, and whether class rank and GPA will slip ● Wonders whether a school that is redesigned around competencies can actually become a more interesting, personalized or relevant place to learn. Is dubious, based on 11 prior years of disengagement, but willing to listen. ● Has personally experienced stronger and weaker teachers' classrooms since Kindergarten (and may be aware that weaker teachers spend whole careers in a state of mediocrity); therefore needs to be convinced that any "adopted system" would actually make bad teachers better.
<p>Teacher</p>	<ul style="list-style-type: none"> ● Is daunted by the scale of learning that lies on the road ahead ● Is concerned about adaptations in curriculum materials that he/she must make ● Is skeptical that all teachers will truly participate in a unified approach, given his/her long history of independent contractor and departmental self-governance professionalism. ● Needs persuasive exposure to successful schools, classrooms, and materials

	<ul style="list-style-type: none"> ● Is cautiously inspired by competency-based education
	Point of View
<i>Parent</i>	<ul style="list-style-type: none"> ● Driven to ensure child’s achievement, and speaking on behalf of that high achieving / aspiring students and their parents ● Critical/suspicious of changes to system that “worked for me” ● Hoping that schools serve all students equally, flexibly, and rigorously ● Representing an underserved minority population whose students achieve significantly below white kids in the district
<i>School Counselor</i>	<ul style="list-style-type: none"> ● Struggles to serve a student population equally well (student:counselor ratio is high) ● Knows best those students who seek out guidance services (for college advisement and references) ● As a result of student add/drops and course requests, is highly aware of wide range of teaching quality, grading approaches, and how students perceive teacher fairness. ● Feels accountable to college admissions officers to deliver a transcript and profile that does not disadvantage any graduate from high school ● Is frequently called by parents with college going concerns
<i>Special Educator</i>	<ul style="list-style-type: none"> ● As a result of IEP meetings, classroom visits, accounts of paraprofessionals, and classroom artifacts, is highly aware of wide range of teaching quality, grading approaches, and students perceptions of teacher fairness. ● Is concerned that meeting all standards could be too high a bar for students receiving special services. ● Is equally concerned that creating loopholes and exemptions for students with special needs will not serve them well. I.e. “presume competence” not the opposite
<i>Other perspectives?</i>	Determine whether, in your local context, you need to think about other perspectives.