

Resources on Grading

This resource outlines the considerations that should be taken prior to finalizing or adjusting a grading policy. It also provides example grading policies and links to relevant resources about grading research, guidelines, and principles. You can also refer to the resource, “Grading Challenges”, before constructing or revising a policy.

Conversations about grading can be emotional and loaded because many people have had their own personal experience as a student or an educator. While discussing grading and all that comes with it can feel daunting, it is also crucial to provide clarity and guidance for educators, kids, and families. While the Implementation Team will be the primary driver of constructing or revising the grading policy, it is important to solicit feedback from other stakeholders throughout (i.e. teacher leaders, families, students).

As you begin the process of constructing or refining your grading policy, consider the following:

(Please note: If you do not yet have a grading policy, refer to the example grading policies below as starting points.)

- **As an Implementation Team, review your current grading policy and previous steps in [Key Action II.2](#).**
 - Ensure all members of the team are aware of the current grading policy.
 - Provide any necessary context to the Implementation Team behind the current grading policy.
 - Review the completed steps of II.2A-II.2.C to ensure those are top of mind. Reviewing those steps will also allow you to proactively identify if there are any glaring revisions that need to be made to the grading policy to align with the work done in those steps.
- **Go back into the completed II.2.A and II.2.B steps to identify which pieces of the chosen curriculum align with the different categories of the grading policy.**
 - Your grading policy might include assessment data, classwork, homework, etc. You will want to identify the specific assessments, classwork, or homework that would be utilized as part of the grading policy. For example, if classwork is embedded in a grade, is there specific classwork that should be included? You may need to refer back to the grading policy after you've completed step [II.3A "Study the Design of the Materials"](#). Please also refer to the “Example Curriculum and Grade Specific Grading Policy” below.

- **Refine your grading policy. Consider having a system-level grading policy as well as a curriculum-specific policy to ensure as much clarity as possible for teachers and students.**
 - Refine your grading policy to ensure it reflects:
 - The vision for high quality instruction established in [Key Action 1.2](#).
 - The decisions made in step [II.2.C “Determine the plan for common assessment and what you will do with the data”](#).
 - Consider what tools exist within the curriculum to assess student performance (i.e. rubrics, exemplars, etc.) and how teachers should be using these to grade student work.
 - Ensure specificity (curriculum-specific and grade-specific) in what assignments will be graded and which category those assignments fall within (i.e. classroom, assessment, etc.).

- **Engage grade team leader or department chairs**
 - At each impacted school, grade team leaders or department chairs are provided upfront and ongoing training on:
 - Rationale for revisions to the grading policy.
 - Use of curriculum-specific rubrics and exemplars to grade student performance.

- **Communicate final grading policy with students and families**
 - Share the final grading policy with students and families.
 - Revisit the grading policy multiple times throughout the year to ensure students and families are continuously aware of how student grades are being calculated.

Example District-Level Grading Policy

Vision

The purpose of grades and gradebooks is to give students and families an accurate reflection of a student's mastery of academic content. Gradebooks are not intended to reflect effort, completion, or reward positive behaviors. We celebrate effort in other ways (i.e. assemblies, parent communication, class jobs). Because our goal is for students to master the grade-level content that is presented to them, students are permitted to redo classwork and/or homework for partial credit. It is our hope that these are inputs to an output of academic achievement.

Gradebook Weights

From 5th to 12th grade, assessments will gradually increase in their weight against the overall quarterly grade. The intention of this scaffold is to prepare students for college grading where you are generally assessed a small number of times. These few assessments determine one's overall grade.

| Grade | Assessments | Classwork | Homework |
|-------|-------------|-----------|----------|
| 12th | 70% | 15% | 15% |
| 11th | 60% | 20% | 20% |
| 10th | 55% | 25% | 20% |
| 9th | 45% | 30% | 25% |
| 8th | 40% | 30% | 30% |
| 7th | 35% | 35% | 30% |
| 6th | 30% | 35% | 35% |
| 5th | 30% | 35% | 35% |

Assigning Grades

Each assignment in the gradebook is graded for mastery/accuracy. Teachers may assign ungraded assignments for the purpose of delivering feedback.

At minimum, teachers are expected to have the following grades in the gradebook weekly: 2 classwork assignments (exit ticket, student work packet), 3 homework assignments, and 1 assessment.

Example Curriculum and Grade Specific Grading Policy

This example grading policy is specific to 6th grade and Eureka Math.

Vision

The purpose of grades and gradebooks is to give students and families an accurate reflection of a student’s mastery of academic content. Gradebooks are not intended to reflect effort, completion, or reward positive behaviors. We celebrate effort in other ways (i.e. assemblies, parent communication, class jobs). Because our goal is for students to master the grade-level content that is presented to them, students are permitted to redo classwork and/or homework for partial credit. It is our hope that these are inputs to an output of academic achievement.

Gradebook Weights

| Assessments | Classwork | Homework |
|-------------|-----------|----------|
| 30% | 35% | 35% |

Assessments

Assessments include:

- Daily exit tickets
- Mid-module assessments
- End-of-module assessments

Classwork

Classwork includes:

- Problem sets
- Fluency exercises

Homework

Homework includes:

- Homework will be checked daily for completion (completion is not factored into the student’s overall grade, but will be reflected as an ungraded assignment in the gradebook)
- The teacher will identify specific assignments based on the module’s priority standards to grade for accuracy.
- At least 2 assignments a week will be graded for accuracy.

Assigning Grades

Each assignment in the gradebook is graded for mastery/accuracy. Teachers may assign ungraded assignments for the purpose of delivering feedback.

At minimum, teachers are expected to have the following grades in the gradebook weekly: 2 classwork assignments (i.e. problem sets), 3 homework assignments, and 1 assessment (i.e. exit ticket).

For clarity, all assignment grades (assessments, classwork, and homework) are communicated out of 100%. Some assignments will be graded on a rubric and converted to a score out of 100%. Rubric scores will be adjusted to make grades reasonable. Math exit tickets and module assessments are graded using the 4-point rubric. A score of 4 would equate to 100%, a score of 3 would equate to 75%, 2 would equate to 50%, and 0 would equate to 25%.

Please reach out directly to your child's teacher if you have any questions regarding the grading policy for 6th grade mathematics.