

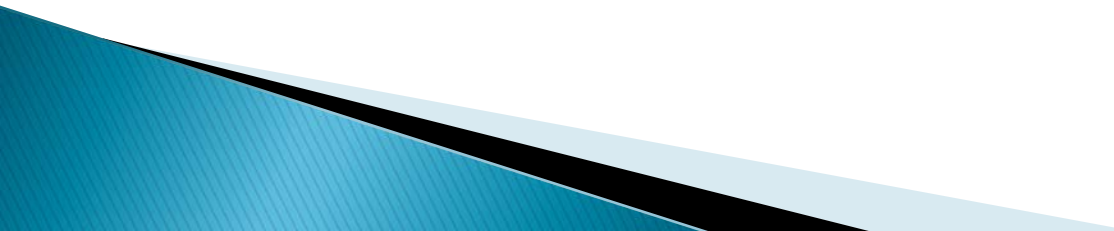
Grading Practices Study

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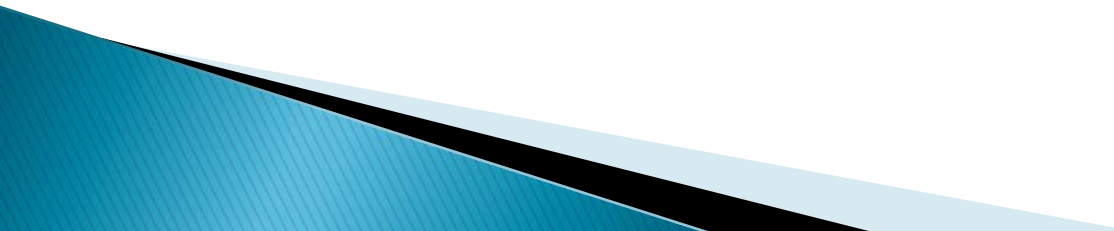
Why a study of Teacher Grading Practices?

- ▶ **DATAG conversations about Regents grades**
 - “Who has a specific reference explaining why it is not best practice to average regents exam grades into course grades. I know / understand and can explain the rationale but could use some formal documentation to give my argument more teeth. “
- ▶ **WSWHE Conference on Grading**
 - An opportunity to present on a relevant topic at the conference
- ▶ **Curiosity**
 - Just how prevalent are some of the grading practices that we know are not aligned with grading in a standards based environment

Research Design and Sample

- ▶ Survey
 - ▶ Snow-ball sample
 - ▶ Respondents
 - Total number:
 - Number of districts:
 - Number and % by grade level
- 

Regents Scores vs Course Grades

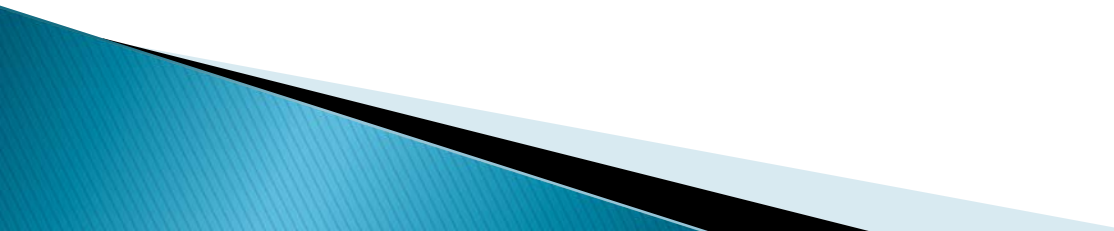
- ▶ What does SED say about this matter?
 - ▶ What do data analysts say about this matter?
 - ▶ How many respondents include Regents exams as part of course grades?
 - Findings
 - ▶ Conversation about why this practice continues in the education field when it is clearly an inappropriate use of data
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Fix #1: Don't include student behaviors (effort, participation adherence to class rules, etc.) in grades; include only achievement.

Ken O'Connor, *The 15 Fixes for Broken Grades*

- ▶ Survey findings:

Teacher comments about participation

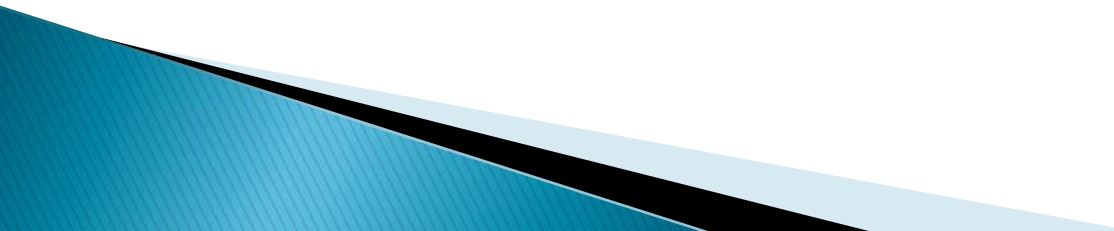


Fix #3: Don't use information from formative assessments and practice to determine grades; use only summative evidence.

Ken O'Connor, *The 15 Fixes for Broken Grades*

- ▶ Survey findings:

Teacher comments about homework



Let's talk about this!

- ▶ What do you think?
 - ▶ What is going on in your district?
 - ▶ Do you want/need change?
 - ▶ Where and how to start?
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