

# **Update on AUSD's Grading Practices: Grading for Equity**

Vernon L. Walton Jr., Ed.D., Director of Secondary Education  
Jan Carroll, TSA Instructional Technology

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# Agenda

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1. Goals and Key Actions
2. Equitable Grading Practices
3. Progress to Date
4. Successes & Dilemmas
5. Next Steps

# Goals and Key Actions

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- Continue working with Grading for Equity workgroup– an advisory and feedback body composed of teachers and administrators
- Initiate one equitable grading practice (Minimum/proportionate grading) across secondary sites
- Continue to collect data on current grading practices from teachers and students
- Explore a partnership with Joe Feldman and Crescendo Education Group to move forward on AUSD Strategic Goal Focus Area 1 section 6 *“Conduct comprehensive review and revisions of AUSD’s current grading policy”*

# Equitable Grading Practices

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## Engaged Six Secondary Sites in a Pilot Practice

- Proportionate Grading, known as **Minimum Grading**, raises the floor of the lowest grade to 50% with these outcomes:
  - The elimination of 0-49 degrees of failure
  - The ability of students to recover from low scores with fewer mathematical barriers
  - The movement away from a flawed 100 pt. scale to a grade range (50-100) matching a simplified 0-4 GPA scale

# Progress to Date

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- Scheduled and completed presentations on Grading for Equity (GFE) at all secondary sites, and introduced one reform practice – Minimum/Proportionate grading
- Hosted a presentation to educate the AUSD community on equitable grading practices (Joe Feldman, 1.25.23)
- Collected baseline data on equitable grading practices in AUSD through surveys and the GFE Workgroup
- Finalized a contract with Crescendo Education Group
- Currently collecting data on grading experiences via student panels across the secondary sites

# Successes & Dilemmas

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## Successes

- Participation of approximately 80 secondary teachers in piloting minimum/proportionate grading
- Collaboration with Grading for Equity Workgroup and the AUSD Academic Committee
- Collaboration with principals and GFE members to facilitate student panels

## Dilemmas

- Selecting 20 teachers for cohort 1
- Working through the logistics to manage student panels
- Communicating changes before the beginning of the school year

# Next Steps

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- Calendaring student panel dates and finalizing the process for selecting students for the panels
- Selecting a cohort of 20 teachers to participate in Action Research around equitable grading practices beginning in the fall of 2023-2024 school year with Crescendo
- Checking in with AEA about the process for selecting teachers for Cohort 1
- Recommending changes to our current AUSD grading policy (BP/AR 5121) to the Board Policy Subcommittee in May-June 2023
- Presenting changes to BP/AR 5121 to the full Board by the end of June 2023 for approval

# Next Steps, *cont...*

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- Preparing August Professional Development for secondary teachers focused on:
  - Reintroducing Equitable Grading Practices→The Why, What, and How
  - Reviewing revisions to BP/AR 5121
  - Reviewing course standards
  - Outlining adjustments and providing training in Aeries Gradebook to foster Equitable Grading Practices



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## Board Discussion