

## ***Shaking Up the Schoolhouse:***

### Dismantling Inequitable Grading Philosophies and Practices

Create a draft grading philosophy for your class, school, or district. Your grading philosophy plan may be formatted as a “Letter to Parents and Guardians” or as a “Letter to Students” explaining these issues to them.

Some points to ponder:

1. What can a student do to “earn” grades in your classroom, school, or district?
2. What is "failure" in your classroom, school, or district?
3. Should grades reflect achievement only, growth only, or both?
4. Do you grade on effort? Why or why not?
5. Do you grade on improvement? Why or why not?
6. Are your grading practices consistent with your instructional and broader educational philosophy?
7. Think about how you were graded when you were in school. Did you feel that you were labeled an *A*, *B*, or *C* student, and how did your teacher's expectations match or influence your self-assessment? To what extent—for better or worse—do your grading practices reflect your past experiences in school?

Brainstorm your initial thoughts below: