

	Beginning	Refining
Grading and Feedback	<ul style="list-style-type: none"> • Develop and support school-wide grading practices that emphasize effective feedback for student growth. • Create a system for students to relearn and retake assessments. • Ensure that the grading system does not penalize students for reassessment and non-academic factors like behavior. • Develop a school wide rubric for habits of work. • Conduct student and teacher surveys about current grading practices to frame school wide conversations about practices that will support learning. • Create opportunities for teachers to examine and discuss student work and the implications for instruction. 	<ul style="list-style-type: none"> • Develop and support school wide grading practices that emphasize student self-reflection and assessment. • Separate academic progress from behaviors and habits of work in the grade book and on report cards. • Embed reteaching and reassessment in instructional and school wide practices. • Ensure that there are clear responses when students struggle to demonstrate sound habits/behaviors. • Publicly recognize student success with work habits, skills, and behaviors that are essential for school and life. • Provide time and structures for teachers to norm grades using student work and common rubrics.
Reporting on Student Progress	<ul style="list-style-type: none"> • In addition to overall course grades, report a small number (5-8) of broad proficiencies in each content area. • During established conference times, discuss student learning in terms of proficiencies students have met and those they are working on. • Develop an information system accessible at all times to parents and students that shows how a student is progressing in terms of meeting proficiencies, even if report cards still provide traditional grades. • Build systems for students to self-reflect and demonstrate their own understanding of their progress. 	<ul style="list-style-type: none"> • Develop a reporting system that teachers, students, and parents can use to understand and improve student outcomes. • Ensure reporting practices match their purposes, by utilizing a broad array of strategies to report student learning, including informal electronic and face-to-face communication, online reporting systems, student presentations and exhibitions and portfolios. • Refine or develop a clear school profile to use with postsecondary institutions and the local community. • Seek feedback on reporting practices to improve communication.