

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



# Proficiency-Based Learning: A Systemic Approach Grading and Reporting

Action Steps