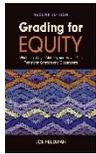


RESOURCES: EQUITY ISSUES IN GRADING

Feldman, Joe. (2024). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms, 2nd Ed.*. Thousand Oaks, CA: Corwin.



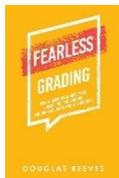
Feldman reviews the shortcomings of traditional grading practices that create biases, introduce misinformation, and demotivate and disempower students. Research-based specific equitable grading practices are presented in classroom-based practical examples. Revisions in this edition reflect amendments and clarification as well as a discussion of systemwide equitable grading. Extensive resources are available at Feldman’s website: <https://gradingforequity.org>

O’Connor, Ken. (2022). *A repair kit for grading: 15 fixes for broken grades, 3rd Ed.* Winneconne, Wisconsin: FIRST Educational Resources.



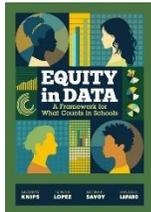
In the new edition the 15 fixes have been “reworded so that they start with action verbs indicating what should be done (i.e. do first, don’t second).” Equity issues are addressed first; educator vignettes and sample forms are extensive; and bibliographic references were published since 2016. The fixes focus on CALM (Consistent, Accurate, Learning-focused, and Meaningful) grading. Discussion Guide is included.

Reeves, Douglas. (2023). *Fearless grading: How to improve achievement, discipline, and culture through accurate and fair grading.* Bloomington, IN: Archway Publishing.



Dr. Reeves has combined much prior practice and new research on grading and student achievement. This volume is intensely practical, pointing to inherent problems in grading practices and the inertia of school reforms. Of special note is his discussion of necessary revisions of electronic gradebooks – latest and best evidence, accurate grading scales, and using power standards, making a strong case against the tyranny of the “zero” and the persistent use of averaging to calculate final marks.

Knips, Andrew, et. al. (2023) *Equity in data: A framework for what counts in schools.* Alexandria, VA: Association for Supervision and Curriculum Development.



The goal of this volume is to create a data rich culture which focuses on resolving equity issues that are often identified in some schools and educational systems. Starting with a discussion of why equity issues exist, the authors propose equitable data principles that are then used to explore equity in a data framework, communication of school/systemwide goals, classrooms, individual student well-being, teacher selection, PLCs, and professional learning action plans. Extensive Appendices are available at the ASCD website, resources tab: <https://www.ascd.org/resources>

Thomas R. Guskey. “The Case Against Percentage Grades.” [Educational Leadership 71(1), 68-72] <https://tguskey.com/articles/>

Thomas R. Guskey. “Computerized Gradebooks and the Myth of Objectivity.” [Phi Delta Kappan 83(10), 775-780] <https://tguskey.com/articles/>

Douglas R. Reeves. “The Ketchup Solution.” [American School Board Journal, July 2012, 35-36] <https://www.creativeleadership.net/resources-content/the-ketchup-solution>

Douglas R. Reeves. “The Case Against the Zero.” [Phi Delta Kappan 86(4), 324-325] https://www.ccesa.org/Files/Uploads/252/The_Case_Against_Zero.pdf

Rick DuFour and Douglas Reeves. “The Futility of PLC Lite.” [Kappan 97(6), 69-71] <https://drive.google.com/file/d/1H9uwNvNHD4uA1vilcyWSDj9rVJrRvLde/view>

RESOURCES: EQUITY ISSUES IN GRADING

Ken O'Connor. "A Repair Kit for Grading: 15 Fixes for Broken Grades." ++

<https://www.learningpersonalized.com/wp-content/uploads/2016/10/A-Repair-Kit-For-Grading.pdf>

THE 15 FIXES**

The 15 Fixes are organized into four categories – fixes so that grades are about achievement only, fixes for evidence, fixes for grade determination, and fixes to focus on learning.

FIXES FOR PRACTICES THAT DISTORT ACHIEVEMENT

- Fix 1 Include only achievement; don't include student behaviors in grades.
- Fix 2 Support learners to meet timelines; don't reduce marks on late assessments.
- Fix 3 Use only evidence of achievement; don't provide extra credit or use bonus points.
- Fix 4 Apply behavioral consequences and reassess when academic dishonesty occurs; don't reduce marks.
- Fix 5 Report absences separately; don't consider attendance in grade determination.
- Fix 6 Use individual achievement evidence; don't include group scores in grades.

FIXES FOR LOW QUALITY OR POORLY ORGANIZED EVIDENCE

- Fix 7 Organize and report evidence by standards/learning goals or targets; don't organize by assessment methods or report a single subject grade.
- Fix 8 Provide clear descriptions of proficiency levels; don't assign grades using inappropriate or unclear performance standards.
- Fix 9 Compare each student's performance to preset standards; don't assign grades based on student comparisons.
- Fix 10 Use evidence from high quality assessments; don't use evidence from low quality assessments.

FIXES FOR INAPPROPRIATE GRADE DETERMINATION

- Fix 11 Consider several measures of central tendency and use professional judgment; don't rely only on the mean.
- Fix 12 Use incomplete or insufficient evidence and reassess when evidence is missing; don't include zeros in grade determination.

FIXES TO SUPPORT LEARNING

- Fix 13 Use evidence primarily from evaluative assessments to determine grades; don't use evidence from formative assessments.
- Fix 14 Emphasize more recent achievement; don't just summarize evidence accumulated over time.
- Fix 15 Involve students; don't leave students out of the assessment and grading process.

++ Previous wording of the 15 Fixes,

**O'Connor, Ken. (2022). *A repair kit for grading: 15 fixes for broken grades, 3rd Ed.* Winneconne, Wisconsin: *FIRST Educational Resources*. [pp. 27-28].