

GOAL #3: Vision

By the end of the 2009-10 School Year, KMS Teaching Staff will establish core beliefs regarding the Purpose and implementation of Grading and Homework.

Objectives:

1. **KMS Teaching Staff will effectively articulate key “Standards of Practice” for Grading and Homework relating to best practice and research.**
2. **KMS Teaching Staff will analyze established practices within our current site relating to Grading and Homework leading to collaborative discussion and outlining a school wide purpose of Grading and Homework statement.**
3. **KMS Teaching Staff will identify core beliefs and practices to be considered for implementation of “best practices” aligned with the purpose of Grading and Homework.**

Activities to Achieve Goal #3:	Who is Facilitating:	Timeline:	Monitoring Effectiveness:
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Standards of Practice - (Obj. #1):

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| <input type="checkbox"/> Review models of “Grading Purposes” and its impact on students and their learning. | <input type="checkbox"/> *Principal | <input type="checkbox"/> '09 – '10 Sch. Yr. | <input type="checkbox"/> Staff Survey
Analysis: Grades –P.L. |
| <input type="checkbox"/> Identify teacher needs and student feedback reflecting reasonable and effective homework expectations. | <input type="checkbox"/> *Principal | <input type="checkbox"/> '09 – '10 Sch. Yr. | <input type="checkbox"/> Staff Survey/Feedback
Parent Survey
Student Feedback |
| <input type="checkbox"/> List ideas regarding current practices and identify steps for consistent grading policies and practices that provide high quality information on student learning. | <input type="checkbox"/> *Principal | <input type="checkbox"/> '09 – '10 Sch. Yr. | <input type="checkbox"/> Staff Survey/Feedback
Analysis: Grades –P.L. |
| <input type="checkbox"/> Secure a Keynote speaker on the topic of Homework and Grading (Dr. Thomas Guskey). | <input type="checkbox"/> *Principal | <input type="checkbox"/> '08-09
Thru
'09-'10 | <input type="checkbox"/> Staff Survey |

School Wide Purpose - (Obj. #2):

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|--|-------------------------------------|--|--|
| <input type="checkbox"/> Provide opportunities that allow Staff to reflect on the topic of Grading and Homework. (Video Presentation, Snap Shots books/article reviews regarding Homework and Grading, Think-Pair Share, etc). | <input type="checkbox"/> *Principal | <input type="checkbox"/> '08-'09 Thru
'09-'10 | <input type="checkbox"/> Staff Survey/Feedback |
| <input type="checkbox"/> Obtain staff feedback on the Homework and Grading Initiative. | <input type="checkbox"/> *Principal | <input type="checkbox"/> '08-'09 Thru
'09-'10 | <input type="checkbox"/> Staff Survey/Feedback |
| <input type="checkbox"/> Gather information on key points, suggested practices, and rationale for change. | <input type="checkbox"/> *Principal | <input type="checkbox"/> '08-09 School Yr | <input type="checkbox"/> Staff Survey/Feedback |
| <input type="checkbox"/> Analyze various WebGrader “Class Set-Up” functions and generate different scenarios relating to grading and the impact of various “standards of practice” | <input type="checkbox"/> *Principal | <input type="checkbox"/> '08-'09 Thru
'09-'10 | <input type="checkbox"/> Staff Survey/Feedback |

Beliefs & Practices - (Obj. #3):

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|---|--|--|--|
| <input type="checkbox"/> As a staff, identify Grading Practices which have a clear and focused purpose, is a tool of excellent communication, and has evidence of overriding concern for students. | <input type="checkbox"/> *Principal | <input type="checkbox"/> '08-09 School Yr | <input type="checkbox"/> Staff Survey/Feedback |
| <input type="checkbox"/> Design and propose course completion requirements and supportive plans aimed at successful “Learning for All.” (I.E. Quarterly Grade of Incomplete until successful course requirements fulfilled, promotion requires course completion) | <input type="checkbox"/> *Principal

*Study Team/BLT should they become active | <input type="checkbox"/> '08-'09 Thru
'09-'10 | <input type="checkbox"/> Staff Survey/Feedback |

- *“Although grading will always be a process of professional judgment, making those judgments requires careful thought and continual reflection on the purposed of activity”*
- *“If grades are to represent information about the adequacy of students’ achievement and performance with respect to clear learning standards, then the evidence used to determine grades must denote what students have learned and are able to do. To allow other factors to influence grades or marks misrepresents students’ learning attainment.”*

-Dr. Thomas Guskey