COSA Principal Conference :: Bend, OR :: April 24-25, 2022

Option 1: Action Planning Toward Equitable Grading Practices

1. Identify 1 or more of the following equitable grading actions that you can commit to (in the short term and long-term).
   - Revision, retakes, late work (consider mandatory retakes, "double-dipping" assessments)
   - Build clarity (and student agency) through rubrics and success criteria
   - Feedback, feedback, feedback . . .
   - Use descriptive grading categories
   - Grades Based on the Required Content of the Course, Not Extra Credit
   - Grades Based on Student Work, Not the Timing of the Work
   - Alternative (Nongrade) Consequence for Cheating
   - Excluding "Participation" and "Effort"
   - Grades Based Entirely on Summative Assessments, Not Formative Assessments Such as Homework

2. Reflect on each of the actions in connection with professional development and communication.

	Short-Term (through the end of this year)	Long-term (planning for next year)
Goal/Commitment		
Who else needs to be involved in the planning process?		

Professional Development Plan		
Communication Plan (teachers, students, and families)		

3. Interrogate your district's "Academic Achievement" policy (IK).
    a. What does this policy include about grading?
    b. What can you learn about your district's beliefs about grades and grading?
    c. What might be missing within that policy?
    d. Are there areas of alignment with the actions/commitments you identified above?
    e. Are there any areas of misalignment with the actions/commitments you identified above?

Option 2: Building a Graduate Profile

What focal domains would be included in your school's graduate profile?	

What skills would you embed within each of those focal domains?	
Do your grades and grading align with these focal domains?	
In what areas do you see alignment?	
In areas of misalignment, what needs to be shifted/what would it take to create this shift?	
Do your grades allow for this graduate profile to feel meaningful, authentic, and attainable for all students?	
Think specifically about students who have been historically and systemically marginalized.	