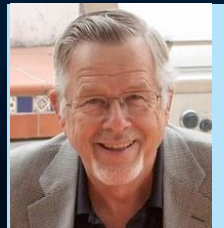




# Gradebook Equity Roundtable

*SESSION # 167*



**Ron Anderson**  
Trainer



**Ellen Meltonyan**  
**Director, Enterprise**  
**Product Management**

*March 08, 2024 -- Period 3*

*Period*

*Information shared throughout this presentation is the property of Aeries Software. Information or images may not be reproduced, duplicated, or shared without the prior written consent of Aeries Software.*

# Getting to know each other

- What is your role?
- Tell us about your school, district, COE.
- What brought you to this session today?





Percentage grading systems are  
neither **accurate, objective, nor**  
**reliable** and they create  
unsolvable methodological and  
logistical problems for teachers.

--Thomas Guskey



AERIESCON



**Better grades for me means  
making them CALM - consistent,  
accurate, learning-focused, and  
meaningful.**

--Ken O'Connor



**AERIESCON**



**Assessments have to be FAST**  
**– Fair, Accurate, Specific, and**  
**Timely.**

--Douglas Reeves





**We can't complain that students  
are point-grubbers when we give  
them extra points to grub.**

**--Joe Feldman**



**AERIESCON**



This is not a trick question. If you are using a grading scale of 4, 3, 2, 1, 0 corresponding to A, B, C, D, and F, what number is awarded to a student who fails to turn in an assignment? If you responded with a unanimous chorus of “zero,” then you may have great deal of company. ... give the miscreants who failed to complete our assignments the punishment that they richly deserve. **No work, no credit** – end of story.

--Douglas R. Reeves







# Gradebook Equity Issues

## The Grade Scale

100-point (0-100)

10-point (0-10)

4-Point (0-4)

Compatibility with:

-Rubrics

-Large-scale assessments

## The zero

Uses of the zero

-Missing work

-Cheating

Effects of the zero

-Range (scale)

-Calculation (time)

## The 'mean' Average

Primary or only calculation

SBG trend options

Other Options

-Grading Categories

-Optional calculations

-Selection of scores

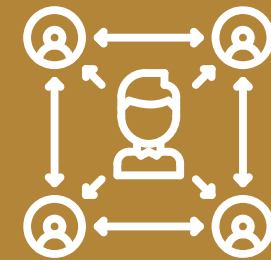


AERIESCON

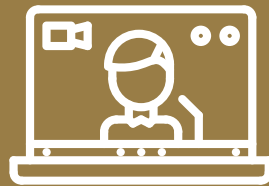


# Roundtable...

## It's time to hear from YOU !!



**Share Ideas**



**Best Practices**



**Lessons Learned**



**AERIESCON**



# Roundtable Time

- How can we make grading more equitable using the CURRENT features of the Aeries Gradebook?
- What NEW or MODIFIED features, options, or processes in Aeries Gradebook would improve grading equity?
- What best practices related to Gradebook equity will you share?
- What Gradebook equity issues are you dealing with?
- What feature modifications would improve Gradebook equity?





# Resources: Equity Issues in Grading

- *Grading for Equity*
- *A Repair Kit for Grading: 15 Fixes*
- *Fearless Grading*
- *Equity in Data*

## 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, 2<sup>nd</sup> 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, 3<sup>rd</sup> 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.cresa.org/Files/Uploads/252/The\\_Case\\_Against\\_Zero.pdf](https://www.cresa.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

- “The case against percentage grades.”  
<https://tguskey.com/articles/>
- “Computerized gradebooks and the myth of objectivity” <https://tguskey.com/articles/>
- “The Ketchup Solution”  
<https://www.creativeleadership.net/resources-content/the-ketchup-solution>
- The case against the zero”  
[https://www.ccrea.org/Files/Uploads/252/The\\_Case\\_Against\\_Zero.pdf](https://www.ccrea.org/Files/Uploads/252/The_Case_Against_Zero.pdf)
- “The Futility of PLC Lite”  
<https://drive.google.com/file/d/1H9uwNvNHD4uA1vilcyWSDj9rVJrRvLde/view>

## 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, 2<sup>nd</sup> 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, 3<sup>rd</sup> 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.ccrea.org/Files/Uploads/252/The\\_Case\\_Against\\_Zero.pdf](https://www.ccrea.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>



AERIESCON



# Resources: Equity Issues in Grading

- O'Connor, Ken (2022) *A repair kit for grading: 15 fixes for broken grades*, 3<sup>rd</sup> ed. Winneconne, Wisconsin: FIRST Educational Resources
- <https://www.firsteducation-us.com/product-page/a-repair-kit-for-grading-15-fixes-for-broken-grades>
- When purchased from publisher, a Discussion and Repair Guide supplement is included.
- Prior versions of the 15 Fixes began with “Don’t ...” Several have been reworded, and all 15 Fixes not start with an action verb (i.e. do first, don’t second)’
- Earlier versions of the 15 Fixes are available in several posts on the Internet.
- <https://www.learningpersonalized.com/wp-content/uploads/2016/10/A-Repair-Kit-For-Grading.pdf>

## 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*, 3<sup>rd</sup> Ed. Winneconne, Wisconsin: FIRST Educational Resources. [pp. 27-28].



AERIESCON



# Related Conference Sessions



**Session 160 – Gradebook for Elementary Schools**

**Session 161 – Gradebook for Teachers by Teachers**

**Session 163 – Aeries SIStematic Canvas Grade Passback (GPB)**

**Session 165 – Gradebook for Secondary Schools**

**Session 166 – Advanced Gradebook-- G165 – Gradebook Secondary**



**AERIESCON**



# Online Learning Resources

**Aeries Online Demo:** <https://www.aeries.com/products/online-demos>

Sign in automatically to view and practice with demo databases

- “Admin” (Office Staff, including Counselors)
- Teacher – Elementary or Secondary
- Parent or Student

**Aeries Academy:** <https://www.aeries.com/academy>

Flexible, learn at your own pace

Individual Topics of Interest to Counselors include

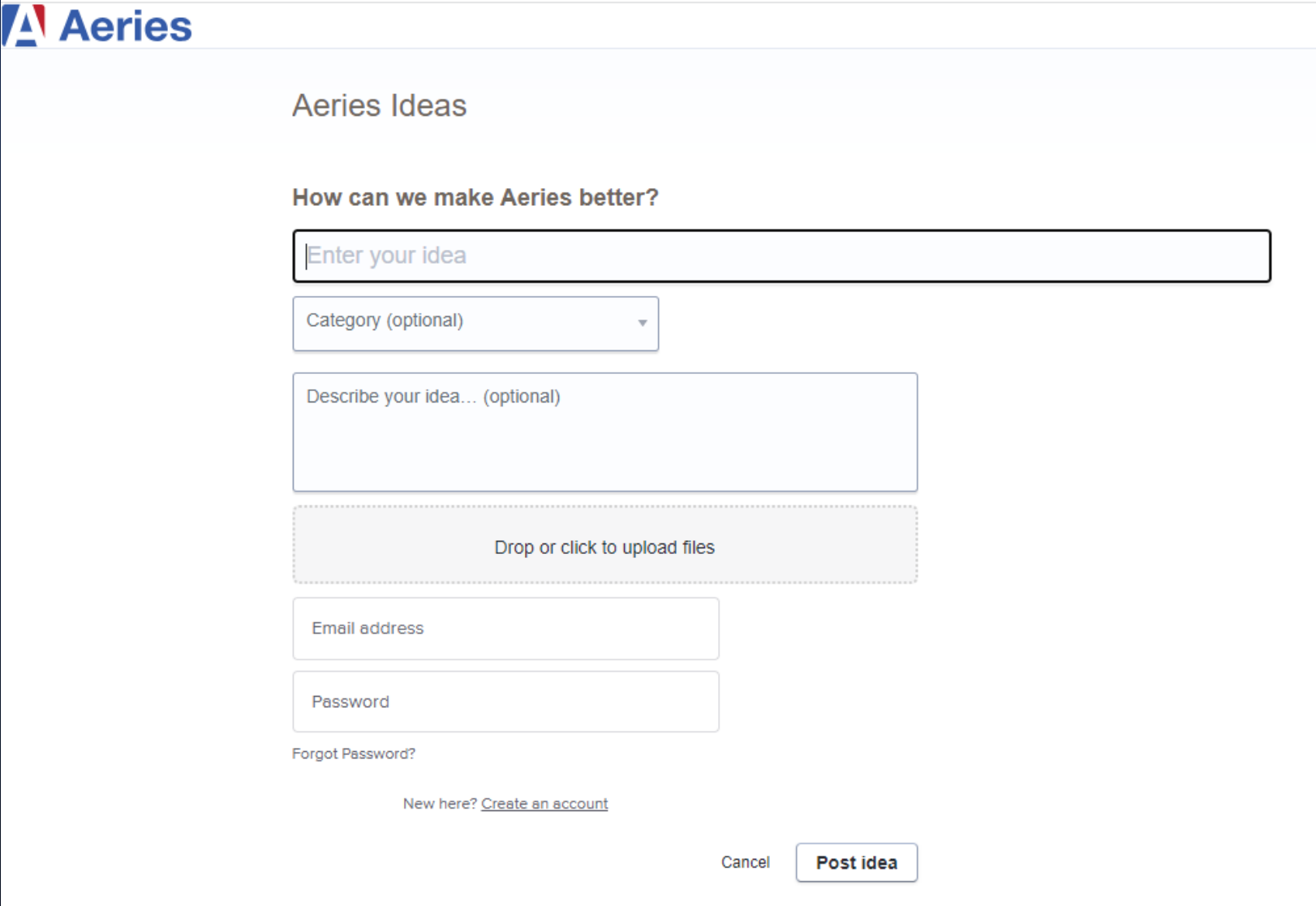
- Fundamentals of Aeries (free)
- Scheduling (Currently free)
- Secondary Counseling Applications Course (Currently free)  
Includes 6 individual modules.





# Aeries Ideas: Help Us to Improve

- Go to: <https://ideas.aeries.com/>
  - Create an account
  - Use your work email address
  - Search ideas, add your ideas, or vote on other ideas



The screenshot shows the 'Aeries Ideas' submission page. At the top is the 'Aeries' logo. Below it is the title 'Aeries Ideas' and the question 'How can we make Aeries better?'. The form includes a text input field for 'Enter your idea', a dropdown menu for 'Category (optional)', a larger text area for 'Describe your idea... (optional)', a dashed box for file uploads with the text 'Drop or click to upload files', and input fields for 'Email address' and 'Password'. There is a link for 'Forgot Password?' and a link for 'New here? Create an account'. At the bottom right are 'Cancel' and 'Post idea' buttons.





# Online Support Resources

Aeries Support Online  
(FreshDesk)

<https://www.aeries.com/support/>

- Search for
  - Articles – view and print
  - Video
- Also available directly from within Aeries
  - Resource Hub



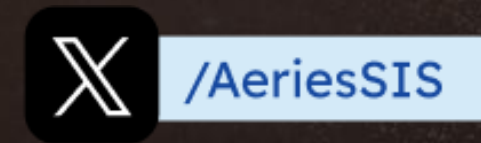
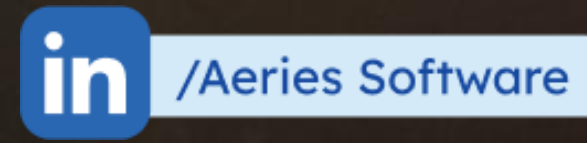
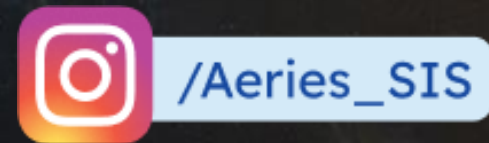
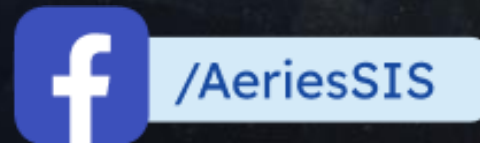
AERIESCON



# THANK YOU!

*Please take a moment to complete our session survey.*

*<http://surveys.aeries.com/s3/AeriesCon-Session-Feedback-Survey-Spring-2024>*



**AERIESCON**



# Share your Feedback (Session #167):

