How does this practice prepare students for the ‘real world’? There are no retakes in the ‘real world’.

It’s only sensible to expect different things of students during the learning process than we expect of them when it’s time to demonstrate final proficiency. Applying expectations for a high level of competency to students who are in the process of coming to know content is counterproductive, even harmful.

The teacher who claims to be preparing students for the working world by disallowing all redos forgets that adult professionals actually flourish through multiple assessment opportunities and retakes. Surgeons practice on cadavers before doing surgeries on live patients. Architects redesign building plans until they meet all the specifications listed. Pilots rehearse landings and take-offs hundreds of times in simulators and in solo flights. Lawyers practice debate and analysis of arguments before litigating real cases. Teachers become much more competent and effective by teaching the same content multiple times, reflecting on what worked and what didn’t work each time.

Grades and points have been used for a long time. Why fix it if it isn’t broken?

There is little evidence to support traditional grading practices. In fact, we have data that illustrate our traditional grading practices are broken.

How many school districts in Iowa are utilizing this system of grading?

Though the Dept. of Education doesn’t keep records of this, more than 55 districts across the state have started exploring this work.
A consistent 4-point grading scale is used.

2. Academic achievement is reported separately from behaviors.

3. Scores are based on a body of evidence.

4. Achievement is organized and reported by learning topic. In secondary schools, topic scores are converted to a grade at semester’s end.

5. Students have multiple opportunities to demonstrate proficiency.

6. Accommodations and modifications are provided for exceptional learners.

**How is the role of assessment different in this system?**

In a traditional grading system, student assessments were often given for the purpose of entering a score in the grade book. Assessments in an SRG system are given for the purpose of identifying future learning opportunities for students.

**Are certain standards weighted in the grade book?**

No, all standards have equal weighting.

**How will feedback be given beyond a score in the grade book?**

Because teachers and students operate from common scales that define what each level 1-4 means, the feedback can be targeted. Example: “You received a score of 2 because you have sufficiently stated your claim. In order to get a 3, you will need to support your claim with text evidence.”

**How do scores translate to a grade?**

Teachers collect a body of evidence for each learning topic. Teachers will examine the evidence and determine a final topic score for each topic. Final topic scores are then averaged by Infinite Campus and converted to a grade using the following conversion scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Honors)</td>
<td>3.50 - 4.00</td>
</tr>
<tr>
<td>A</td>
<td>3.00 - 3.49</td>
</tr>
<tr>
<td>B</td>
<td>2.50 - 2.99</td>
</tr>
<tr>
<td>C</td>
<td>2.00 - 2.49</td>
</tr>
<tr>
<td>D</td>
<td>1.75 - 1.99</td>
</tr>
<tr>
<td>F</td>
<td>0.00 - 1.74</td>
</tr>
</tbody>
</table>

**How will this system impact GPAs?**

Students will be given a score 1-4 for each reporting period to demonstrate the learning is still “In Progress”. All scores will be converted to a grade at the end of each semester. Student GPAs will be figured the same way they always have and college transcripts will look the same.

**How do colleges feel about SRG?**

Colleges want grade point averages to be an accurate reflection of student learning and understanding. Grades should correlate to a student’s performance on high stakes assessments, such as Iowa Assessments or ACT.

**Is there a problem transferring SRG to college for acceptance?**

No – students will still receive grades and a GPA.

**How does SRG help students become prepared for college?**

Identifying one’s strengths and weaknesses as a learner, being self-motivated to meet course objectives, developing strong study habits, and mastering course standards are all aspects of this system that will help students in college.

**Won’t we have grade inflation with such a large A range?**

We anticipate the opposite. Getting an A will require a student to demonstrate grade level mastery on every single topic for a course. Because we no longer give extra points for non-academic tasks, a student will need to demonstrate improved learning to raise a grade.

**Shouldn’t attendance, effort and completion of homework be rewarded?**

Yes, those things are important. However, they should not be graded. These are behaviors, not learning targets. Students should be held accountable for these things and their progress is reported on the DMPS Citizenship and Employability Skills Rubric.

**Why do we not include homework in the body of evidence?**

What is termed “homework” (practice of new learning in the classroom) is simply not factored into grades. We only want to include evidence that we know was completed independently by the student.