

# Mastery Grading Update

June 20, 2024



# Three Pillars for Mastery Grading

## Accurate

“Grading must use calculations that are mathematically sound, easy to understand, and correctly describe a student’s level of academic performance.”

## Bias-Resistant

“Grades should be based on valid evidence of a student’s content knowledge, and not based on evidence that is likely to be corrupted by a teacher’s implicit bias or reflect a student’s environment.”

## Motivational

“The way we grade should motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption. The way we grade should be transparent and understandable that every student can know her grade at any time and know how to get the grade she wants.”



# Actions Taken This Year

- **Board Policy:** Updated CVUSD Administrative Regulation 5121 “Grades/Evaluation of Student Achievement”:  
*The CVUSD Board of Education is committed to the exploration and implementation of mastery-based grading practices. In an effort to support mastery-based practices, the CVUSD Board of Education encourages teacher innovation and flexibility within Administrative Regulation 5121 “Grades/Evaluation of Student Achievement” in the pursuit of assessment practices which are accurate, free from bias, and motivational.*
- **Training and Collaboration:**
  - Elementary: Presentation to elementary Grades 3-5 on “What is Mastery Grading?” from middle school teachers. Survey input to move Grade 3 to standards-based grading, and shift Grades 4-5 into mastery grading practices.
  - Secondary: In November 2023, teacher-to-teacher training and discussion on the pillars of “bias resistant” and “motivational”. In March 2024, additional sharing across secondary vertical articulation groups by content area.
  - Q Gradebook: Met with teachers from all grade-spans to gather feedback and suggestions on integrating mastery grading practices into Q Gradebook.
- **Parent/Family Engagement:** Presentation to SUPER DAC from teachers, UACT President and district staff; Question and Answer with GATE DAC.

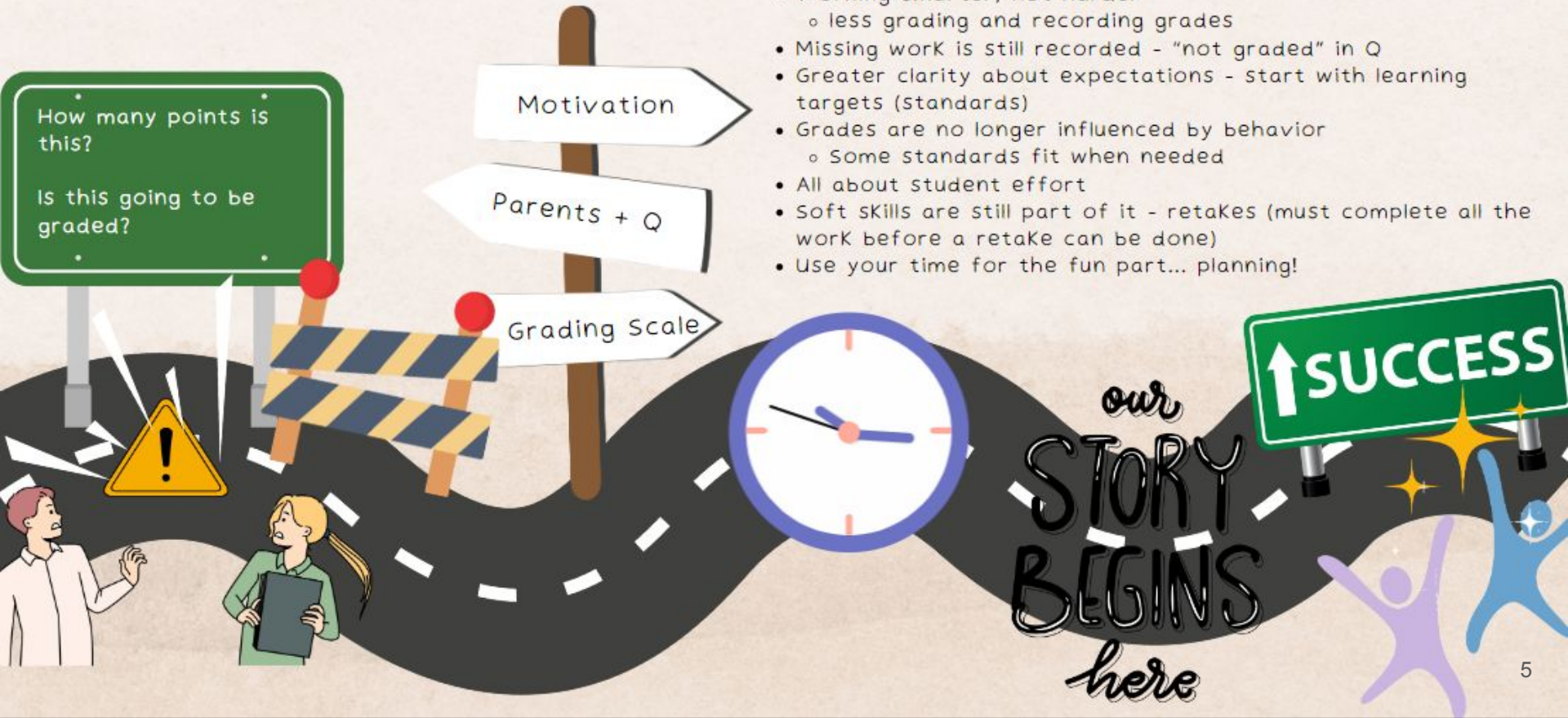
# CVUSD Teacher's Perspective:

Kimberly Garcia, Mark Bowen - Sycamore Canyon Middle School



# Our Mastery Grading Adventure

- Practice vs. Performance
- Working smarter, not harder
  - less grading and recording grades
- Missing work is still recorded - "not graded" in Q
- Greater clarity about expectations - start with learning targets (standards)
- Grades are no longer influenced by behavior
  - Some standards fit when needed
- All about student effort
- Soft skills are still part of it - retakes (must complete all the work before a retake can be done)
- Use your time for the fun part... planning!



# Almost two years in - our takeaways

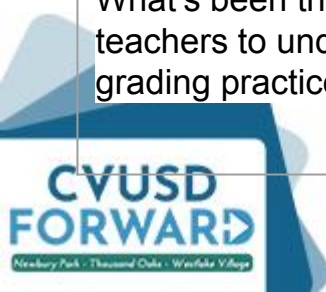
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- Better teachers
  - Students achieve mastery
- Never going back
- More time to plan - more focus on units and lessons
- Far less stress
- Parents are grateful

YOU'VE  
TOTALLY GOT  
THIS!

# Measuring Implementation: Secondary Teacher Survey

	Fall 2023	Spring 2024
Number of survey responses	165 teachers	151 teachers
How many teachers report changing their grading practices to align with mastery grading concepts?	83%	81%
What's been the most helpful for teachers to understand mastery grading practices?	<p>Learning from individual colleagues using these practices (68%)</p> <p>Discussions as a department (61%)</p> <p>My own research and learning (39%)</p>	<p>Discussions as a department (66%)</p> <p>Learning from individual colleagues using these practices (61%)</p> <p>My own research and learning (51%)</p>



# Measuring Implementation: Secondary Teacher Survey

	Fall 2023	Spring 2024
Which grading for mastery practices have teachers implemented or attempted?	<p>Allowing for retakes and redos (76.6%)</p> <p>Accepting late work without a grade penalty (67.2%)</p> <p>No extra credit (52.6%)</p> <p>Minimum grade of 50% (51.8%)</p> <p>Excluding student participation and effort from grades (47.4%)</p>	<p>Allowing for retakes and redos (74.6%)</p> <p>Accepting late work without a grade penalty (62.3%)</p> <p>No extra credit (53.3%)</p> <p>Excluding student participation and effort from grades (51.6%)</p> <p>Minimum grade of 50% (47.5%)</p>





# Measuring Implementation: Secondary Teacher Survey

	Fall 2023	Spring 2024
How do teachers generally describe the student impact of these changes to grading practices?	<p>Student grades are MORE representative of their knowledge and understanding of standards-based content (43.1%)</p> <p>Students generally have the SAME motivation (40.9%)</p> <p>Student letter grades have NOT CHANGED much since I've implemented the above practices (38.7%)</p> <p>Student letter grades are generally HIGHER (31.4%)</p>	<p>Students generally have the SAME motivation (46.7%)</p> <p>Student grades are MORE representative of their knowledge and understanding of standards-based content (41%)</p> <p>Student letter grades have NOT CHANGED much since I've implemented the above practices (41%)</p> <p>Student letter grades are generally HIGHER (32.8%)</p>



# Questions?

