

Grading Philosophy

As teachers and instructional leaders in Pittsford ...

We understand that the purpose of grading is to:

- Communicate accurately about the achievement of specific standards and learning outcomes
- Identify the strengths and needs of each student in order to guide academic planning
- Promote student self-reflection and engagement in the learning process
- Provide data to teachers to evaluate the effectiveness of instructional programs

We understand that grading practices must result in grades that are:

- Meaningful
- Accurate
- Consistent
- Supportive of learning

Therefore, we commit to the following beliefs about grading:

- Grades will reflect progress toward learning standards.
- Grading practices will aim to give meaningful, useful, timely, actionable information to all stakeholders.
- Grades will reflect a student's individual academic achievement. Learning behaviors are important but they should be reflected separately, not in an individual's academic grade.
- Grading practices will ensure consistency so that a student's grade is independent of who his/her teacher is or what school he/she attends.
- Grading practices will reflect the understanding that mathematical precision alone does not necessarily bring greater objectivity and enhanced fairness to grades.
- Grading policies will be set up to support student motivation to learn. A student should never reach a place where there is no point doing any more work because failure is inevitable.