Equity in Grading Self-Assessment

The purpose of this form is to help teachers and administrators explore the relationship between student grades, academic performance, and nonacademic factors. This inquiry may be helpful in improving the equity of your assessment and grading practices. Although designed for classroom use, it can be modified for use by an entire school or school system.

1. Treasure Hunt: Find the A's

Look at the most recent report cards, and enter in the following table the names and profiles of students who earned A's or, if you use a different terminology for reporting student results, the highest available mark.

Name	Gender	Low Income?	Ethnic Minority?	Language Minority?

What do you notice about the profile of your A students? What demographic characteristics do they have in common?

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2. Search and Rescue Mission: Find the D's and F's

Look at the most recent report cards, and enter in the table the names and profiles of students who earned D's and F's or, if you use a different terminology for reporting student results, the lowest available marks:.

Name	Gender	Low Income?	Ethnic Minority?	Language Minority?

What do you notice about the profile of your lowest-performing students? What demographic characteristics do they have in common?

3. High Grades and Low Achievement

Look at your most recent external assessment data. These might be state or provincial tests, district tests, or any other indicator outside of regular classroom work. Find the students who were not proficient on these tests but had good grades in your class—B's and A's or comparable marks in a nonletter grading system—and record their profiles.

Name	Gender	Low Income?	Ethnic Minority?	Language Minority?

What do you notice about the profile of your students with high grades and low achievement? What demographic characteristics do they have in common?

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4. Low Grades and High Achievement

Refer to your most recent external assessments, and find the students who scored well but nevertheless have low grades—D's and F's or comparable marks in your system.

Name	Gender	Low Income?	Ethnic Minority?	Language Minority?

What do you notice about the profiles of your students with high achievement and low grades? What demographic characteristics do they have in common?

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