



PROMOTE **LEARNING** & FLIP the **SCRIPT**

In Grade Reporting

MVC Grade Reporting Improvements FAQ

Q. Why is MVC adjusting how it approaches grading? [Discussed at 30:18](#)

A. MVC is committed to empowering and preparing students as learners. A result of years of research into and discussion about the dynamic process of learning, our approach to grade reporting will make learning central by focusing on conceptual understanding, inquiry, and skill development tied to standards rather than mere task completion and the regurgitation of facts. We believe this better prepares students to navigate an ever-changing world and is a better reflection of who they are as made in the image of God.

Q. How will this impact GPAs and college admissions? [Discussed at 11:31](#)

A. GPAs will still be calculated and reported based on semester grades as they have been until now. It should not affect the college admissions requirements. Students may see an increase in their overall GPA as they now have new opportunities to demonstrate their learning.

Q. What training have both returning and new teachers received to prepare for this new approach? [Discussed at 53:56](#)

A. Returning teachers have been working toward changing assessment practices, and consequently grading practices, for over three years. Our new-to-MVC teachers will receive training prior to the return of all teachers. As a regular practice, we have professional development in early August and on designated days throughout the school year.

Q. How will Focus grade reports look differently? [Discussed at 46:18](#)

A. In many ways, the gradebook in Focus will not look different; however, how grades are calculated will change. Consequently, the Focus gradebook will start to communicate what we want it to communicate -- student learning. By honing in on *whether* something is learned rather than primarily *when* it is learned, and teaching the tools of being a successful learner without penalizing behavior in the grade itself, Focus will reflect learning outcomes. Scores will be given for formative (practice) tasks, but these will no longer be calculated into the final class grade. Moving forward, the class grade will be a representation of "mastery" -- and answer the question, "Has the student learned what was intended to be learned?" through Demonstrations of Learning (DOLs).

Q. How will the revised approach to grading impact:

- A. Students who struggle with test-taking skills
- B. Students with learning differences
- C. Students who are extrinsically (as opposed to intrinsically) motivated
- D. Students who excel academically and need to be challenged
- E. Seniors who only have one year left and are used to the previous system

A. Struggling test takers: ([Discussed at 51:36](#)) Gratefully, demonstrations of learning do not need to be traditional tests. There are a variety of means and modalities in which students will have an opportunity to demonstrate their learning over the course of a semester. Additionally, students will be afforded the opportunity to iterate, grow, and show what they have learned.

B. Learning differences: ([Discussed at 1:04:44](#)) Students who need accommodations to receive, process, and express what they are learning will benefit from the opportunity for iteration (whether, not when), the feedback from the teacher, and different modalities utilized for their demonstrations of learning. Teachers will be attentive to the needs of the student and actively work with them to meet the objectives of the course.

C. Extrinsically motivated: ([Discussed at 56:40](#)) Grades and points are not disappearing. These will still be present when the grading period ends, so those who need the tangible grade reward will still see the evidence of their choices. For those who need more self-management accountability, there will be tracking and reporting systems in place to receive assistance in the completion of work that undergirds their learning. Specific locations on campus during the week (before, during, and after school) will be provided for students to seek support and complete their work. For a student who consistently struggles to complete her work, a mandatory Friday afternoon session might be required.

D. Students who need challenge: ([Discussed at 1:04:44](#)) The iterative nature of the learning, which provides an opportunity for students to show mastery after the Demonstration of Learning has occurred, does not mean the pace or challenge of the course will slow down or change. MVC courses challenge students and prepare them for a variety of post-secondary choices. Those who demonstrate mastery earlier in the learning process will continue to be challenged as the teacher provides specific feedback in areas of development and growth, and challenges them to demonstrate their learning in relation to their ability rather than others'. This empowers those students to think more critically and dive deeper into applying their conceptual understanding, preparing them for future courses.

E. Class of 2022: ([Discussed at 1:06:35](#)) Seniors will continue to take the courses they requested and continue to be empowered to reach their academic goals. They will benefit from the additional feedback and opportunities to show their learning. What a wonderful opportunity for those that are looking for another year of challenge and rigor and for those who will have the opportunity to demonstrate their learning in ways they may not have been afforded earlier. Additionally, this may assist with "senioritis."

Q. How will students get the necessary feedback to support this approach? [Discussed at 1:08:18](#)

A. Feedback is critical for student growth and empowerment, and how it is given will include a variety of pathways. During the block period, students may receive verbal or written feedback on formative work, as teachers guide students toward deeper understanding. Rubrics with clear descriptors tied to learning outcomes will often be provided so that students can clearly see the targets for which they are shooting. Feedback in the form of scores on formative work may also be provided and can be used to direct students toward further practice and understanding.

Q. What will motivate students to do homework if it doesn't count toward the grade? [Discussed at 56:40](#)

A. Success breeds the continued desire to succeed. Students will be motivated to engage in the work so that they can be active, successful participants in the classroom culture, engaging in dialogue and shared learning experiences. In order to empower students to achieve their highest potential, teachers will cultivate a learning environment that inspires and motivates through learning opportunities that are relevant and meaningful. In addition to core content, skill development including self-management will be explicitly taught and cultivated. Students will be given feedback on their progress on this skill, and when necessary, supported and held accountable to grow in this area. Also, because the work is practice for the Demonstrations of Learning, students will benefit from completing the work in order to show mastery of student learning outcomes.