Martinsville City Public Schools
Grading Guidelines

General Conclusions from the Research of Dr. Thomas Guskey, (2001):
• Use grading and reporting methods to enhance teaching and learning.
• Use grading and reporting methods to facilitate communication between teachers, students, parents, and others.
• Grading and reporting serve a variety of purposes, but no one method serves all purposes well.
• Grading and reporting should always be done in reference to learning criteria, never “on the curve.”
• Grades have some value as a reward, but no value as a punishment.

General Guidelines for Considering Inconsistent Evidence on Students’ Achievement and Performance:
• Give priority to the most recent evidence.
• Give priority to the most comprehensive evidence.
• Give priority to evidence related to the most important learning goals or standards.

Research by Robert Marzano:
• In his book, Transforming Classroom Grading (2000, p. 39), Robert Marzano makes “a case for academic achievement as the primary factor in grades.”
• Marzano defines academic achievement as competence in:
  > specific subject-matter content
  > thinking and reasoning skills
  > general communication skills
• Marzano states that while it is appropriate to give feedback to students on their effort, behavior, and attendance, “ideally, this feedback should be kept separate from that provided on academic achievement” (Marzano, 2000, p. 39).

Martinsville City Public Schools:
Based on the current research and our focus on student learning, Martinsville City Public Schools will:
• -assess what students know versus what they do not know or will not do
• -require all students to do the work
• -require students to make up missed work and assessments
• -use an “I” for incomplete until work is completed
• -provide support for students during, before, and after school
• -allow students to raise performance from “good to great” if they choose to do so
• -reward effort and recognize that students learn at different rates and come to the classroom with different background knowledge
• -recognize that failure is not an option; zero is not an option

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