

Calificación equitativa en LBUSD

6 de marzo de 2024



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Excellence & Equity

Nuestro propósito es compartir la Política propuesta de la Junta de Calificación Equitativa y las Pautas Uniformes de Calificación e Informes.



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Política de Excelencia y Equidad



**SECONDARY
SCHOOLS**
MIDDLE SCHOOL • HIGH SCHOOL
LONG BEACH UNIFIED SCHOOL DISTRICT

El LBUSD reconoce que los daños institucionales, históricos y sistémicos han contribuido a las disparidades en el crecimiento estudiantil, las experiencias socioemocionales, las acciones disciplinarias, la retención, el rendimiento académico, las tasas de graduación, la finalización de cursos de A a la G y una representación excesiva de los estudiantes BIPOC en Educación Especial dentro del LBUSD. y distritos escolares de todo el país. Como gran sistema educativo, somos responsables y estamos comprometidos a identificar y rectificar cualquier práctica institucional, histórica o sistémica dañina.

LONG BEACH UNIFIED SCHOOL DISTRICT

Book	Policy Manual
Section	Article D - Philosophy, Goals, Objectives and Comprehensive Plans
Title	Excellence and Equity
Code	D415
Status	Active
Adopted	December 1, 2021

Excellence and Equity

Definition of Equity in LBUSD:

Equity in LBUSD means that we will take action to end systemic racism and discrimination that harms students because of their race, culture, disability, economic description, immigration status, gender identification, and/or sexual orientation. If LBUSD is acting upon this definition, then the descriptors listed above will not be predictors of success or failure in our system. Equity in LBUSD also means that we center the needs of our Black, Indigenous, People of Color (BIPOC) and students with disabilities within our efforts to deliver an excellent educational experience to all students.

Equity Policy:

The purpose of this policy is to establish a common foundation of equity that will be implemented throughout LBUSD. As an organization, we recognize and acknowledge our differences and we commit to authentic, continuous improvement. By design, this policy will establish a standard of humanity, compassion, sensitivity and respect as related to accessibility and care with high expectations for all staff, students, and families. Full implementation of this policy includes celebrating student's unique identities to include race, ethnicity, socio-economic status, disability, language background, foster youth, immigrant children, neurodiversity, religious beliefs, gender identification and/or sexual orientation.

As we center equity, it is important that we also hold responsibility for the ways in which K-12 educational institutions have participated or collaborated in the systemic oppression of BIPOC students and those with disabilities. This policy creates a path forward through informed professional development and a focus on identifying and dismantling practices endemic throughout American society, including large urban school districts like LBUSD, that are racist, oppressive, and exclusive for specific individuals or groups of students. While this policy reflects our district values, it is designed with the recognition that our work around equity will be guided by the data that we gain through continued engagement with students and families. LBUSD commits to evolving as professional development continues.

Furthermore, as the deep work of anti-racism uncovers harmful biases not yet realized, we will grow as a system to meet the needs of our students. This policy reflects this moment in time. Adjustments will occur as needed as we learn more, analyze data differently, and make strides as a unified system. We view this document as a starting point and we expect to update this policy on an annual basis as we evolve in future work around equity.

Commitment to Equity as Defined Above:

LBUSD celebrates the unique gifts and cultural experiences that our students bring to school. In our schools, students shall be nurtured and treated with respect. All staff commit to practices that achieve excellence and equity in educational experiences for all students. Additionally, we commit to analyzing historical patterns of data through an equity lens to improve the experience of students who have not been served well in our system.

As we develop our own cultural competence, LBUSD will create an environment in which students' identities build connectedness to one another and honor individual's experiences. As a district, our ultimate goal is to produce graduates who become "college and career ready." (LBUSD Graduate Profile, 2018). We understand our students' success is a collaboration between home and school thus we aim to support all parents, families, and caregivers to eliminate any

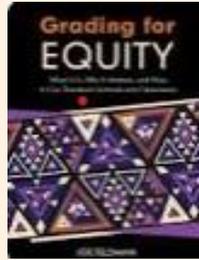
Facilitadores

- Salvador Madrigal
- Eddie Cruz
- Dr. Vanitha Chandrasekhar



Book Study -2023-2024

Grading for Equity, by Joe Feldman
15 Administrators and 80 Teachers



2022-2023

June 2023

Fall 2023/
Winter 2024

February
20th, 2024

March 20th,
2024

Focus Groups

- Teachers
- Students
- Admin
- Counselors
- Parents

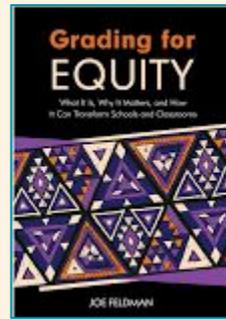
Equitable
Grading-Teacher
Survey

Draft of Grading
Policy Teacher Focus
Group

Present Draft
Grading Policy during
Board Workshop

Submitted to Board
for final approval

Next Steps – Rollout and PD for teachers, including communication to parents and students.



...las aulas del siglo XXI continúan utilizando los sistemas de calificación de principios del siglo XX aunque, como escribe Marzano (2000), “no hay informes de investigación significativos que lo respalden”: 28

Prácticas de calificación equitativas – Fundación

Preciso

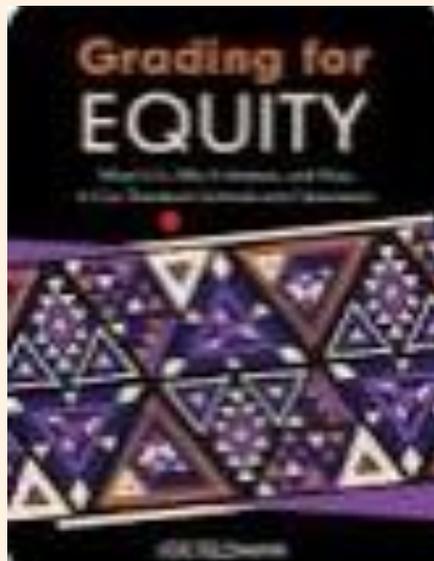
Son matemáticamente precisos y reflejan válidamente el rendimiento académico de un estudiante.

Resistente al sesgo

Son resistentes a los prejuicios, evitando que la subjetividad sesgada infecte nuestras calificaciones.

Motivar

Motivan a los estudiantes a esforzarse por lograr el éxito académico, perseverar, aceptar luchas y reveses y adquirir habilidades críticas para toda la vida.



Política de la Junta 5121

POLÍTICA UNIFORME DE CALIFICACIONES E INFORMES DEL LBUSD – GRADOS 6–12

Política propuesta para la junta directiva (5121)

DRAFT_Proposed New Policy
Board Policy 5121: Grades/Evaluation of Student Achievement

The Governing Board believes that grades serve a valuable instructional purpose and that district-wide equitable grading practices in alignment with the Excellence and Equity policy will allow all adults involved in students' educational journey to help them achieve academic success. The Board also recognizes that grades help students and parents/guardians understand performance expectations and identify the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's academic performance.

The Superintendent or designee shall establish a uniform grading system that shall be applied to all students in that course and grade level. All teachers at the secondary level shall follow the LBUSD Uniform Grading and Reporting Guidelines. Teachers shall inform students and parents/guardians of how academic performance will be evaluated in the classroom.

A teacher shall base a student's grades solely on the quality of the student's academic work and his/her mastery of course content based on district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.

Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment.

Students in grades TK-5 shall receive achievement reports at the end of each grading period rather than letter grades.

At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level.



Temas clave de la política de la junta

Expectativas: Todos los maestros de secundaria deberán seguir las Pautas uniformes de calificaciones e informes.

Comunicación: Informar a los estudiantes y padres/tutores cómo se evaluará el desempeño académico en el aula.

Rendimiento Académico: Calificación basada en el rendimiento académico y el dominio del contenido.

Tareas faltantes: Brindar a los estudiantes oportunidades para presentar las tareas perdidas con crédito completo al completar satisfactoriamente la tarea/evaluación.

Código de Educación 49066: Las calificaciones asignadas por el maestro no serán cambiadas por la Junta o el Superintendente excepto según lo dispuesto por la ley, la política de la Junta o el reglamento administrativo.

Pautas uniformes de calificación y presentación de informes



Pautas equitativas para calificar y presentar informes

- Prácticas de calificación equitativas y consistentes en todo el distrito
- Las calificaciones se basan en los logros, conocimientos y habilidades de los estudiantes.
- Comentarios formativos
- Comentarios continuos, creíbles, útiles y oportunos
- Las políticas de calificación son transparentes
- Múltiples oportunidades demuestran competencia en contenidos y habilidades.
- Guiar a los estudiantes para que evalúen y monitoreen su propio aprendizaje.



Temas clave de las pautas uniformes de calificación y presentación de informes

Comunicación: El programa de estudios del curso se publicó comunicando las políticas de calificación departamentales a los estudiantes y padres.

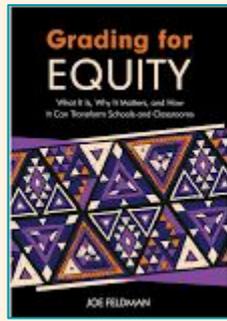
Repeticiones y revisiones: oportunidades brindadas para demostrar una mayor competencia.

Trabajo Tarde: Las tareas aceptadas para documentar el aprendizaje de los estudiantes y la calificación se incluirán en el libro de calificaciones.

Trabajo de recuperación: Crédito completo por la finalización satisfactoria de la tarea o evaluación después de la ausencia.



Con las repeticiones, un estudiante siempre tiene otra oportunidad, y saber esto puede disminuir su estrés en la evaluación y, de hecho, aumentar su desempeño: 177



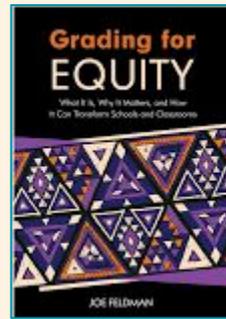


Temas clave de las pautas uniformes de calificación y presentación de informes

Diseño de calificaciones: Separar las calificaciones de logros de los hábitos de trabajo para mostrar el aprendizaje versus las calificaciones basadas en el comportamiento.

Escalas de calificación para tareas y asignaciones: cambiar los porcentajes para que la "F" sea 50–59% hace que la "F" sea matemáticamente igual a la potencia de las otras calificaciones con letras.

Tareas faltantes: al final de cada período de calificación, las tareas que aún faltan y que se pueden calificar al 45 % para separarlas de las tareas que se completaron pero que demuestran una falta de dominio en el estándar de contenido o la habilidad académica que se está midiendo.



La escala de 0 a 100 está orientada al fracaso, por lo tanto produce puntuaciones inexactas, pero también perjudica desproporcionadamente a los estudiantes que tienen fracasos intermitentes y catastróficos, algo que históricamente los grupos desatendidos tienen más probabilidades de experimentar: 110

Calificar con 0% por Faltante



Total: 39.31% (F)

Show All Details

Assignments are weighted by group:

Group	Weight
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Collaboration /Participation	88.89%	40.00 / 45.00
Skill Practice	61.18%	46.50 / 76.00
Classwork	31.11%	28.00 / 90.00
Writing	26.67%	16.00 / 60.00
Reading Analysis	21.65%	21.00 / 97.00
Total	39.31%	

Calificación con 45% por Faltante

Total: 58.41% (D)

NOTE: This is NOT your official score.

← Revert to Actual Score

Show All Details

Assignments are weighted by group:

Collaboration /Participation	88.89%	40.00 / 45.00
Skill Practice	70.07%	53.25 / 76.00
Classwork	53.61%	48.25 / 90.00
Writing	49.17%	29.50 / 60.00
Reading Analysis	49.48%	48.00 / 97.00
Total	58.41%	



Calificar con 0% por Faltante

Total: 45.55% (F)

Show Saved "What-If" Scores

Show All Details

Assignments are weighted by

Assignments	47.17%	95.75 / 203.00
Assessments	36.36%	20.00 / 55.00
Total	45.55%	

Calificación con 45% por Faltante

Total: 66.61% (D)

NOTE: This is NOT your official score.

↶ Revert to Actual Score

Show All Details

Assignments are weighted by

Assignments	66.9%	135.80 / 203.00
Assessments	65%	35.75 / 55.00
Total	66.61%	

¿Que sigue?

20 de febrero	Presentar la política de calificaciones a la Junta de Educación durante el taller de la junta
6 de marzo	Artículo informativo del tablero de políticas de calificación
20 de marzo	La política de calificaciones va a la Junta de Educación para su aprobación
29 de marzo	MMS lanzará un video sobre la política de calificaciones del personal para que los administradores puedan obtener una vista previa y comenzar la preparación para compartir con el personal
Abril	MMS para crear videos de políticas de calificación para padres y estudiantes
Abril / Mayo	Planes de implementación de la política de calificaciones durante la reunión del personal en preparación para el año escolar 2024-2025
Junio agosto	Día mínimo de PD para el personal y día de PD de comienzo de año utilizado para implementar la política de calificaciones



Thank You!

Gracias



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