



Evaluation Brief

August 2006

Department of Shared Accountability

Evaluation of the Implementation of the Montgomery County Board of Education Grading and Reporting Policy: Findings from the January 2006 Secondary Teacher Survey

Suzanne Merchlinsky¹

Background

The Department of Shared Accountability (DSA) conducted an evaluation of the implementation of the new grading and reporting policy during the 2005–2006 school year. At the secondary level, the evaluation activities included interviews with school-based staff and Montgomery County Public Schools (MCPS) central office staff, a teacher survey, a student survey, and parent focus groups.

This brief describes the findings of a survey of secondary teachers. The purpose of the survey was to determine the extent to which teachers understood the major policy components; the extent to which the components were implemented consistently; the challenges that teachers faced in implementing each component; and the level of communication between schools, parents, and students about the implementation of new grading and reporting procedures.

Methodology

Analysis focused on six middle schools (John T. Baker, Benjamin Banneker, Kingsview, John Poole, Redland, and White Oak) and four high schools (Paint Branch, Sherwood, Watkins Mill, and Thomas Wootton). (For selection criteria, please see Merchlinsky, 2006.)

A survey was developed in conjunction with the Grading and Reporting Evaluation Advisory Committee. The survey was administered online in early December, and the last responses were accepted in mid-January. A total of three reminders were sent to schools with low response rates. Overall, completed surveys were received from 410 secondary teachers, representing an overall response rate of 55%. The response rate from middle school teachers was 66% (185 middle school teachers) and 48% from high school teachers (225 high school teachers).

Respondents were relatively evenly distributed across the core content areas (mathematics, science, English/reading, social studies, and arts/physical education), with approximately 11% to 14% of the respondents in each of those subject areas. Four percent of the respondents were special educators, and 1% were English for Speakers of Other Languages (ESOL) teachers. (See Table 1 in the Appendix.) More than one third of respondents (37%) have been with MCPS for more than 10 years. Approximately one fourth have been teaching in MCPS for 2 to 5 years (27%) or 6 to 10 years (26%). Eight percent of respondents are in their first year in MCPS. (See Table 2 in the Appendix.)

Summary of Findings

Overall, teachers expressed support for the grading and reporting policy, though the data indicate that many believe there is room for improvement in implementation. Teachers most frequently receive their information about grading and reporting through written documents and meetings or trainings for their school staff and consider these the most valuable ways to support their understanding of the policy.

Teachers perceive that they are implementing the components of the grading and reporting policy successfully, although most indicated some degree of challenge to implementation. The homework component has presented the fewest challenges. Teachers face the greatest challenges in the reteach/reassess component, specifically, time constraints and students' lack of motivation to take initial assessments seriously. For the grading component, the greatest challenges are related to the 50% rule.

Notably, teachers indicated that the reteach/reassess component was both the most supportive and the most problematic to student achievement. While they recognize that reteaching gives students a second chance to learn the objectives, they also are

concerned that students are taking advantage of the policy and are not being motivated to do their best on an assessment that they know will be reassessed.

Teachers reported that parents have not provided them with much feedback this year about the grading and reporting policy. Teachers most commonly provide feedback about the policy through their grade level or team meetings. They are less likely to use their principal or staff contact person as a sounding board and very infrequently make themselves heard at systemwide meetings.

Discussion of Findings

Findings were presented on several topics related to the implementation of the grading and reporting policy during this school year: overall quality of implementation and support for the policy; activities for disseminating information about the policy; consistency and challenges associated with each of the policy components; benefits and detriments to student achievement; and communication and feedback mechanisms. The findings were aggregated for all secondary teachers, except for areas where the responses of middle school and high school teachers differ. Findings from each of the areas addressed in the survey are discussed below.

Overall Implementation

Respondents rated the overall quality of implementation by MCPS. Thirty-eight percent of respondents rated MCPS's management of implementation this year as "fair." Another 30% rated implementation as "good," 2% percent rated it "excellent," 14% chose a "poor" rating, and 11% chose "very poor." Overall, middle school teachers rated the quality of implementation slightly higher than high school teachers. (See Table 3 in the Appendix.) Those who rated the implementation as "good" or "excellent" typically commented on the amount and quality of information that was disseminated to schools and parents. They also expressed appreciation that MCPS listened to the comments and complaints from the previous school year and made appropriate adjustments. Conversely, those who rated the implementation poorly commented that the changes from last year gave the impression that MCPS had not properly planned the implementation. Additionally, some felt they were unable to have their questions answered adequately. They also felt that MCPS did not anticipate the impact on teachers' workloads.

Overall, more than three quarters of respondents (77%) expressed support for the grading and reporting policy. Seventeen percent reported being

"not at all supportive." Again, middle school teachers are somewhat more supportive of the policy than high school teachers. (See Table 4 in the Appendix.)

Activities for Introducing the Grading and Reporting Policy

The survey asked teachers what activities had taken place this school year (since July 1, 2005) to introduce the grading and reporting policy to school staff, parents, and students. Respondents were allowed to record multiple activities. Nearly all respondents (94%) indicated that documents and written materials were distributed to teachers. Similarly, nearly all (91%) indicated that meetings, trainings, or workshops were offered for school staff. Half the respondents (50%) indicated that their schools held public information sessions for parents and students to learn about grading and reporting. (See Table 5 in the Appendix.) More than half of the respondents (55%) rated the quality of these grading and reporting-related activities as "good," 10% rated the quality as "excellent," 25% rated the quality as "fair," 5% rated it "poor," and 1% rated it "very poor." Middle school teachers rated the quality of these activities somewhat higher than high school teachers. (See Table 6 in the Appendix.)

Teachers indicated on the survey the grading and reporting activities that they participated in and felt were most valuable in supporting their understanding of the policy. Nearly all respondents (91%) indicated that they had received documents and written materials, and more than one third (39%) rated this as the most valuable. Nearly as many (81%) indicated that they had attended school-based training, and more than one third (39%) indicated this as the most valuable activity. (See Table 7 in the Appendix.)

Reteach/Reassess Component: Consistency and Challenges

To determine the extent of teachers' understanding of the reteach/reassess component, the survey asked teachers to indicate true statements from a list of procedures. There was great variation in respondents' identification of the true statements. Most respondents (87%) correctly recognized that students must complete the original task or assessment to be offered an opportunity for reassessment. Approximately half the respondents (49%) correctly identified that one opportunity for reassessment is offered per reassessed task/assignment.

Additionally, some false statements were included, based on misconceptions or inconsistencies that were

heard during the school-based interviews. (See April 2006 brief on findings from the secondary interviews.) For example, nearly half (43%) of respondents expressed the misconception that teachers may choose to offer reassessment after they have seen the grades from the original assessment. Additionally, 11% of respondents indicated the misconception that students are only eligible for reassessment if they receive a C or lower on the original assessment. (See Table 8 in the Appendix for a complete list of teachers' agreement with each true and false statement.)

When asked about the extent to which the reteach/reassess component is implemented consistently in their school, more than one third (35%) indicated that they did not know. More than one fourth (28%) indicated that this component is implemented consistently within their department, but not within their school, with more high school teachers than middle school teachers agreeing (32% and 23%, respectively). Approximately equal numbers indicated that it is implemented consistently throughout their school (17%) or that it is not consistent even within their department (18%). (See Table 9 in the Appendix.)

The majority of respondents (84%) indicated that their practices for reteaching and reassessing have changed this year. Fourteen percent indicated that their reteaching and reassessment practices had not changed at all. (See Table 10 in the Appendix.)

A majority of respondents (53%) felt that the reteach/reassess component is the most difficult for them to implement. (See Table 11 in the Appendix.) The greatest challenges to implementing the reteach/reassess component are finding time to reteach and reassess students (82%) and students not taking the initial assessment seriously, because they know they will have another chance to be reassessed (70%). More than half the respondents (58%) also reported the challenge of designing instruments for reassessment. Only 4% of respondents reported no challenges in implementing the reteach/reassess component. (See Table 12 in the Appendix.)

Still, two thirds of respondents (67%) reported that they have successfully implemented the reteach/reassess component, despite some degree of challenge. Only 5% indicated that they faced insurmountable challenges, and 1% indicated that they had not yet attempted implementation of the reteach/reassess component. (See Table 13 in the Appendix.)

The data indicate that teachers are experiencing a dilemma—they recognize the value of reteaching and reassessing for students, but are overwhelmed by the

amount of work involved in the process of providing reteaching opportunities, developing reassessment instruments, and administering the reassessment. In addition to the amount of work, teachers are concerned that the opportunity for reassessment can be detrimental to some students' motivation. This may impact the extent of consistency with which teachers implement this component, and teachers' feelings of legitimacy toward the policy.

Homework Component: Consistency and Challenges

The majority of teachers showed an understanding of the procedures associated with the homework component. More than three fourths of the respondents indicated their understanding that homework checked for completion may account for up to 10 percent of the marking period grade (89%); feedback may take a variety of forms (83%); teachers will only assign homework that is related to the curriculum (80%); and teachers inform students in advance how a specific homework assignment will be counted (79%). Slightly fewer, but still approximately two thirds of respondents indicated their understanding that teachers communicate the extent to which the two categories of homework count toward the marking period grade (68%) and homework evaluated for learning may count toward the remaining portion of the marking period grade (64%). Only 4% indicated the misconception that homework does not count toward a student's grade. (See Table 14 in the Appendix.)

When asked about the extent to which the homework component is implemented consistently in their school, 40% indicated that they did not know. Nearly one fourth (24%) indicated that it is implemented consistently throughout their school, with twice as many middle school teachers as high school teachers agreeing (34% and 17%, respectively). One fifth (20%) indicated that this component is implemented consistently within their department, but not within their school. Thirteen percent indicated that implementation is not consistent even within their department. (See Table 15 in the Appendix.)

A majority of respondents (75%) indicated that their practices for assigning and grading homework have changed this school year. Nearly one fourth (22%) indicated that their practices have not changed at all. (See Table 16 in the Appendix.)

Nearly half of respondents (47%) indicated that students not believing that homework counts is a challenge to implementing the homework component. Slightly less than one third (29%) are challenged to determine which homework assignments would be graded, versus checked for

completion. Middle school teachers expressed greater challenge than high school teachers in implementing this procedure (35% and 24%, respectively). Twenty-five percent reported that they faced no challenges to implementing the homework component. (See Table 17 in the Appendix.)

Despite the challenges cited by respondents, most (82%) feel they are implementing the homework component successfully. Only 4% reported that the challenges were insurmountable or that they had not yet attempted implementation. (See Table 18 in the Appendix.)

Grading Component: Consistency and Challenges

The survey asked teachers to indicate true statements from a list of procedures for grading and academic meaning of the grade. There was great variation in respondents' identification of the true statements. For example, less than one third (31%) indicated their belief that bonus questions may be included on a test. Nearly all respondents (95%) correctly identified that teachers will assess student learning in a variety of ways. While the data from the interviews (see January 2006 brief on findings from the secondary interviews) indicated that teachers struggle with the 50% rule, the survey data indicate that the majority of teachers (82%) have an accurate understanding of the procedure.

For most of the procedures listed, responses were similar from middle and high school teachers. There were three exceptions. The procedure of information about learning skills not included as part of the grade was reported as true by more middle school teachers than high school teachers (69% and 52%, respectively). The procedure of including bonus questions on a test also was reported true by more middle than high school teachers (37% and 26%, respectively). Conversely, more high school than middle school teachers reported as true the procedure of not using a scale of 1-2-3-4 or A-B-C-D-E to record grades for individual tasks (65% and 57%, respectively). (See Table 19 in the Appendix for a complete list of teachers' agreement with each statement.)

When asked about the extent to which the grading component is implemented consistently in their school, 40% indicated that they did not know. Nearly twice as many middle school teachers as high school teachers indicated that this component is implemented consistently throughout their school (36% and 19%, respectively, and 27% for all survey respondents). Similarly, more than twice as many high school than middle school teachers indicated that the grading component is not implemented

consistently within their departments (13% and 5%, respectively, and 10% for all survey respondents). Overall, 21% of respondents reported that the grading component is implemented consistently within their department, but not throughout their school. (See Table 20 in the Appendix.)

A majority of respondents (84%) indicated that their grading practices have changed since the implementation of the grading and reporting policy. Fourteen percent reported that their grading practices had not changed at all. (See Table 21 in the Appendix.)

Nearly half of the respondents indicated challenges to implementing the 50% rule of the grading component. Forty-six percent reported a challenge of defining minimum standards, and 45% reported the challenge of determining a percentage when a student has not made an adequate attempt to meet basic requirements. Fourteen percent reported no challenges in implementing the grading component. (See Table 22 in the Appendix.)

Eighty-one percent of respondents indicated that they are implementing the grading component successfully. Only 3% indicated that they have insurmountable challenges or have not yet attempted implementation of the grading component. (See Table 23 in the Appendix.)

Perceived Benefits and Detriments to Student Achievement

Teachers were asked to indicate which of the components they feel are supportive of student achievement and were allowed multiple responses. More than half (59%) reported that the reteach/reassess component is supportive of student achievement. A high school teacher commented, "It allows students to fully understand assignments and course concepts after coming in for extra help and then given the opportunity to retake the test!" Almost half (42%) chose the grading component as supportive of student achievement. According to a middle school teacher, "They place the focus of learning on student performance and achievement." Nearly twice as many middle school teachers as high school teachers chose the homework component as supportive of student achievement (51% and 29%, respectively). According to a middle school teacher, "The new homework policy makes students accountable for practicing concepts at home." Five percent of middle school and 18% of high school teachers indicated that none of the components are supportive of student achievement. (See Table 24 in the Appendix.)

Teachers also were asked to choose the one component they feel is most problematic to student achievement. No component was chosen by a majority, but nearly half (45%) chose reteach/reassess. Common reasons for this choice were time constraints, and students' abuse of the process for reassessment. According to a middle school teacher, "Reteach/reassess has created a lazy atmosphere among students. They purposely do not prepare on time because they know there is a re-take." A high school teacher commented, "It is too time-consuming for the teacher to make multiple tests, reteach (at lunch), and retest."

Fewer respondents indicated the grading/academic meaning of the grade (19%) and the homework component (11%) as problematic to student achievement. Twenty percent reported that none of the components were problematic to student achievement. (See Table 25 in the Appendix.)

Communication and Feedback

Teachers reported various methods for communicating with parents about the grading and reporting policy and practices in their classrooms. Respondents most frequently indicated that they include the policy and procedures in their course syllabus (83%), with this method more frequently reported by high school teachers than middle school teachers (88% and 77%, respectively). The next most common method of communication reported by nearly half the respondents (41% overall, 47% of middle school teachers, and 36% of secondary teachers) was discussion of the policy and procedures in the school newspaper or Parent Teacher Student Association (PTSA) newsletter. High schools are over three times more likely than middle schools to post the information on EdLine (39% and 11%, respectively), and middle school teachers are more likely than high school teachers to include the information in interim or progress reports (29% and 18%, respectively). (See Table 26 in the Appendix.)

Nearly one third of respondents (31%) indicated that they have received no feedback from parents and students regarding grading and reporting this school year. Half of respondents (50%) reported receiving a little feedback, with equal numbers reporting that feedback as positive (22%) or mixed (22%). Less than 10% reported receiving negative feedback this year. (See Table 27 in the Appendix.) Many reasons

may exist for the reported lack of feedback, such as parents' satisfaction with how the policy is being applied to their children. Conversely, they could be frustrated that they do not receive adequate responses to their concerns. It also is possible that parents don't know enough about the policy to ask questions or voice concerns.

Teachers also reported the mechanisms they use to provide feedback about the grading and reporting policy. Most frequently, respondents indicated that they provided feedback at their departmental or team meetings (65%). Fewer provided feedback at schoolwide staff meetings (40%). Discussions with the school's contact for grading and reporting and the principal were reported by about one fifth of respondents as ways to provide feedback (22% and 21%, respectively). Nearly an equal amount indicated that they have had no opportunity to provide feedback (19%). Only 6% indicated that they provided feedback through MCPS-wide meetings. (See Table 28 in the Appendix.)

Recommendations

- Continue to work with teachers and administrators to develop strategies for managing the reteach/reassess component.
- Work with teachers to refine the reassessment procedures in a way that discourages students from "working the system."
- Investigate the reasons why parents are not communicating with teachers about the grading and reporting policy.

Reference

Merchlinsky, S. (2006). *Evaluation of the Montgomery County Board of Education grading and reporting policy: Findings from the October 2005 secondary school interviews*. Rockville, MD: Montgomery County Public Schools.

ⁱ The author would like to thank Mrs. Trisha McGaughey of the Department of Shared Accountability (DSA) who assisted with the administration of the survey; and the teachers who contributed their time to complete the survey.

THIS PAGE WAS LEFT BLANK INTENTIONALLY

**Evaluation of the Implementation of the Montgomery County Board of
Education Grading and Reporting Policy: Findings from the January 2006
Secondary Teacher Survey**

Appendix

Table 1
Teaching Positions of Survey Respondents
(by school level)

| Position | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|---|-----------------------------------|---------------------------------|-----------------------------------|
| Math Classroom Teacher | 12% | 16% | 14% |
| English/Reading Classroom Teacher | 14 | 13 | 13 |
| Science Classroom Teacher | 10 | 16 | 13 |
| Social Studies Classroom Teacher | 10 | 15 | 12 |
| Resource Teacher/ Department Leader | 15 | 9 | 11 |
| Arts or Physical Education Teacher | 14 | 8 | 11 |
| Foreign Language Classroom Teacher | 6 | 6 | 6 |
| Special Education Teacher | 4 | 4 | 4 |
| Business/Computer Science/ Technology Teacher | 1 | 3 | 2 |
| ESOL Teacher | 1 | 1 | 1 |
| Staff Development Teacher | * | * | * |
| Other | 6 | 7 | 6 |
| No response | 8 | 2 | 5 |

* Less than 1%

Table 2
Respondents' Years of Teaching in MCPS
(by school level)

| Years in MCPS | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--------------------|-----------------------------------|---------------------------------|-----------------------------------|
| First year | 5% | 10% | 8% |
| 2 to 5 years | 23 | 31 | 27 |
| 6 to 10 years | 31 | 23 | 26 |
| More than 10 years | 39 | 36 | 37 |
| No response | 2 | 1 | 1 |

Table 3
Overall Quality of MCPS Management of Grading and Reporting Policy Implementation
(by school level)

| Overall Rating of Management of Implementation | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|-----------------------------------|---------------------------------|-----------------------------------|
| Excellent | 3% | 2% | 2% |
| Good | 43 | 20 | 30 |
| Fair | 34 | 41 | 38 |
| Poor | 9 | 19 | 14 |
| Very poor | 10 | 12 | 11 |
| No response | 1 | 6 | 4 |

Table 4
Overall Support for the Grading and Reporting Policy
(by school level)

| Overall Support for the Grading and Reporting Policy | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|-----------------------------------|---------------------------------|-----------------------------------|
| Very supportive | 23% | 12% | 17% |
| Somewhat supportive | 59 | 61 | 60 |
| Not at all supportive | 12 | 21 | 17 |
| No opinion | 4 | 1 | 2 |
| No response | 2 | 4 | 3 |

Table 5
Percent of Teachers Who Indicated that Grading and Reporting-related Activities Have
Taken Place for Staff, Parents, and Students Since July 1, 2005

| Activities (multiple responses) | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|-----------------------------------|---------------------------------|-----------------------------------|
| Distribution of documents or written information to teachers and others who work at my school, about how to understand or implement the Grading and Reporting policy | 96% | 92% | 94% |
| Meetings, training, or workshops to learn about Grading and Reporting for people who work at my school | 91 | 92 | 91 |
| Public information sessions on the topic of Grading and Reporting, for parents of students who attend my school | 51 | 49 | 50 |
| Information sessions or meetings on the topic of Grading and Reporting for students who attend my school | 32 | 30 | 31 |
| Meetings of an existing school committee, at which implementation of Grading and Reporting is one of the topics discussed | 25 | 36 | 31 |
| Formation of a new school committee, whose charge is to discuss implementation of Grading and Reporting | 19 | 19 | 19 |
| Other activities | 4 | 2 | 3 |
| I'm not aware of school-sponsored activities related to Grading and Reporting | 4 | 3 | 3 |

Table 6
Teachers' Ratings of the Quality of Activities Related to the Grading and Reporting Policy

| Rating | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|---|-----------------------------------|---------------------------------|-----------------------------------|
| Excellent | 11% | 10% | 10% |
| Good | 62 | 48 | 55 |
| Fair | 20 | 29 | 25 |
| Poor | 3 | 6 | 5 |
| Very poor | 1 | 1 | 1 |
| N/A—not aware of school-sponsored activities related to Grading and Reporting | 2 | 4 | 3 |
| No response | 1 | 1 | 1 |

Table 7
Percent of Teachers Who Participated in Activities Related to the Grading and Reporting Policy, Since July 1, 2005

| Activities (multiple responses) | Middle School Teachers Who Participated (N=185) | High School Teachers Who Participated (N=225) | All Secondary Teachers Who Participated (N=410) | All Secondary Teachers Who Indicated Activity as Most Valuable (N=410) |
|--|--|--|--|---|
| I have received documents or written information about how to understand or implement Grading and Reporting. | 91% | 91% | 91% | 39% |
| I have attended meetings, trainings, or workshops to learn about implementing Grading and Reporting for people who work at my school. | 81 | 81 | 81 | 39 |
| I have attended summer trainings about implementing Grading and Reporting for people who work throughout MCPS. | 27 | 17 | 22 | 4 |
| I have attended meetings of an existing committee, at which implementation of Grading and Reporting was discussed. | 13 | 23 | 19 | 6 |
| I have helped organize, or have attended, public information sessions on the topic of Grading and Reporting for parents and/or students. | 4 | 9 | 7 | 1 |
| I have not participated in or been affected by activities related to the implementation of Grading and Reporting. | 4 | 4 | 4 | 9 |
| I have been appointed to a new school committee, whose charge is to discuss implementation of Grading and Reporting. | 2 | 0 | 1 | 0 |
| No response | | | | 2 |

Table 8
Percent of Teachers Who Believed the Following Statements to be True About
Reteaching and Reassessing

| Statements (multiple responses) | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|--------------------------------------|------------------------------------|--------------------------------------|
| Students must complete the original task or assessment to be offered an opportunity for reassessment. | 85% | 88% | 87% |
| End-of-course or end-of-semester exams may not be reassessed. | 78 | 88 | 83 |
| Reassessment grade replaces the original grade. | 79 | 84 | 82 |
| Reassessment opportunities will be offered in every course. | 76 | 80 | 79 |
| Reteaching occurs when the teacher or student determines that students are not meeting learning goals. | 76 | 74 | 75 |
| Teaching and testing accommodations for students with disabilities or limited English proficiency will be applied to reteaching and reassessment activities. | 76 | 72 | 74 |
| A student absent on the day of a reassessment can reschedule the reassessment. | 77 | 67 | 71 |
| The teacher will identify required assignments for reassessment. | 68 | 70 | 69 |
| Reassessment opportunities will occur within an instructional unit. | 69 | 68 | 69 |
| Reassessment is determined by the teacher. | 69 | 69 | 69 |
| All students are eligible for reassessment, regardless of the original grade. | 60 | 72 | 67 |
| End-of-unit assessments may not be reassessed (except for Math A-B-C in middle schools). | 62 | 69 | 66 |
| The teacher will identify reassessment opportunities before the original task or assessment. | 54 | 65 | 60 |
| Final research papers, reports, or essays may not be reassessed. | 53 | 64 | 59 |
| Culminating projects or performances may not be reassessed. | 51 | 64 | 58 |
| One opportunity for reassessment is offered per reassessed task/assignment. | 48 | 49 | 49 |
| Teachers may choose to offer reassessment after they have seen the grades from the original assessment.* | 44 | 42 | 43 |
| Students are only eligible for reassessment if they receive a C or lower on the original assessment.* | 15 | 8 | 11 |

*Untrue statements

Table 9
Level of Consistency in the Implementation of the Reteach/Reassess Component
(by school level)

| Level of Consistency | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|-----------------------------------|---------------------------------|-----------------------------------|
| Consistent across all departments in my school | 25% | 11% | 17% |
| Consistent in my department, but not throughout the school | 23 | 32 | 28 |
| Not consistent within my department | 15 | 20 | 18 |
| Don't know | 37 | 33 | 35 |
| No response | 1 | 4 | 2 |

Table 10
Amount of Change in Practices: Reteach/Reassess Component
(by school level)

| Amount of Change | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|-----------------------------------|---------------------------------|-----------------------------------|
| My practices have changed a great deal | 15% | 20% | 18% |
| My practices have changed somewhat | 71 | 62 | 66 |
| My practices have not changed | 13 | 14 | 14 |
| No response | 1 | 4 | 2 |

Table 11
Components that Teachers Feel Are Difficult to Implement (by school level)

| Components | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|---------------------------------|-----------------------------------|---------------------------------|-----------------------------------|
| Reteach/reassess | 56% | 51% | 53% |
| Homework | 2 | 4 | 3 |
| Academic meaning of the grade | 6 | 11 | 9 |
| None are difficult to implement | 31 | 26 | 29 |
| Other | 1 | 0 | 0 |
| No response | 3 | 8 | 6 |

Table 12
Types of Challenges in the Implementation of the Reteach/Reassess Component
(by school level)

| Type of Challenge (multiple response) | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|--------------------------------------|------------------------------------|--------------------------------------|
| Finding time to reteach or reassess | 85% | 80% | 82% |
| Students not taking initial assessments seriously | 70 | 69 | 70 |
| Designing reassessment instruments | 56 | 60 | 58 |
| Determining criteria for students to be reassessed | 32 | 41 | 37 |
| Overwhelming number of students requesting reassessment | 32 | 35 | 33 |
| Difficulty determining which assignments will be eligible for reassessment | 28 | 23 | 25 |
| Other challenges | 6 | 12 | 10 |
| No challenges | 5 | 2 | 4 |

Table 13
Level of Challenge in the Implementation of the Reteach/Reassess Component
(by school level)

| Level of Challenge | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|--------------------------------------|------------------------------------|--------------------------------------|
| Successful implementation with no challenges | 9% | 5% | 7% |
| Successful implementation with some challenges | 49 | 43 | 46 |
| Successful implementation with serious challenges | 11 | 16 | 14 |
| Difficult implementation; we are currently addressing challenges | 21 | 24 | 22 |
| Unsuccessful implementation; insurmountable challenges | 6 | 4 | 5 |
| Implementation not attempted yet | 2 | 1 | 1 |
| No response | 2 | 7 | 5 |

Table 14
Percent of Teachers Who Believe the Following Statement to be True about the Homework Component

| Statements (multiple responses) | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|---|--------------------------------------|------------------------------------|--------------------------------------|
| Homework checked for completion may account for up to 10% of the marking period grade. | 89% | 88% | 89% |
| Feedback may take a variety of forms, as determined by the teacher. | 83 | 82 | 83 |
| Teachers will only assign homework that is related to the curriculum. | 81 | 79 | 80 |
| Teachers inform students in advance how a specific homework assignment will be counted (i.e., checked for completion or graded for learning). | 83 | 76 | 79 |
| Teachers communicate the extent to which the two categories of homework count toward the marking period grade. | 66 | 70 | 68 |
| Homework evaluated for learning may count toward the remaining portion of the marking period grade. | 59 | 68 | 64 |
| Homework will not count toward a student's grade.* | 6 | 2 | 4 |

*Untrue statement

Table 15
Level of Consistency in the Implementation of the Homework Component
(by school level)

| Level of Consistency | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|--------------------------------------|------------------------------------|--------------------------------------|
| Consistent across all departments in my school | 34% | 7% | 24% |
| Consistent in my department, but not throughout the school | 16 | 23 | 20 |
| Not consistent within my department | 10 | 15 | 13 |
| Don't know | 39 | 41 | 40 |
| No response | 1 | 4 | 3 |

Table 16
Amount of Change in Practices: Homework Component
(by school level)

| Amount of Change | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|-----------------------------------|---------------------------------|-----------------------------------|
| My practices have changed a great deal | 17% | 11% | 14% |
| My practices have changed somewhat | 63 | 60 | 61 |
| My practices have not changed | 17 | 26 | 22 |
| No response | 3 | 3 | 3 |

Table 17
Types of Challenges in the Implementation of the Homework Component
(by school level)

| Type of Challenge (multiple responses) | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|-----------------------------------|---------------------------------|-----------------------------------|
| Students believe homework does not count | 51% | 44% | 47% |
| Determining which assignments are to be graded versus checked for completion | 35 | 24 | 29 |
| No challenges | 24 | 26 | 25 |
| Determining how much homework to assign | 21 | 15 | 18 |
| Determining what percentage to assign homework checked for completion | 17 | 14 | 16 |
| Assigning homework that is relevant to the curriculum | 6 | 7 | 6 |
| Other challenges | 5 | 7 | 6 |

Table 18
Level of Challenge in the Implementation of the Homework Component
(by school level)

| Level of Challenge | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|--------------------------------|------------------------------|--------------------------------|
| Successful implementation with no challenges | 27% | 29% | 28% |
| Successful implementation with some challenges | 51 | 43 | 47 |
| Successful implementation with serious challenges | 8 | 7 | 7 |
| Difficult implementation; we are currently addressing challenges | 7 | 10 | 9 |
| Unsuccessful implementation; insurmountable challenges | 1 | 1 | 1 |
| Implementation not attempted yet | 4 | 2 | 3 |
| No response | 2 | 8 | 5 |

Table 19
Percent of Teachers Who Believe the Following Statements to be True about Grading/Academic Meaning of the Grade

| Statements (multiple responses) | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|---|--------------------------------|------------------------------|--------------------------------|
| Teachers will assess student learning in a variety of ways. | 97% | 92% | 95% |
| Grades will reflect what a student knows and is able to do in relation to the MCPS curriculum. | 95 | 91 | 92 |
| Assignments not attempted and submitted by the deadline will be recorded as a zero. | 85 | 86 | 86 |
| Under some circumstances, teachers may determine that the due date and deadline can be the same. | 84 | 88 | 86 |
| Attendance is not part of the grade. | 82 | 84 | 83 |
| Extra credit may not be used. | 81 | 84 | 82 |
| When using percentages, teachers assign a grade no lower than 50% to a task/assessment that meets minimum standards. | 80 | 84 | 82 |
| Assignments turned in after the established due date and prior to the established deadline are dropped no more than one letter grade. | 82 | 82 | 82 |
| Teachers will determine when a student has made an adequate attempt to meet basic requirements. | 77 | 79 | 78 |
| Only skills and concepts that are addressed in the objectives for the course may be assessed and graded. | 75 | 70 | 72 |
| Teachers will not use a scale such as 4-3-2-1 or A-B-C-D-E to record grades for individual tasks. | 57 | 65 | 62 |
| Information about learning skills is not reported as part of the academic grades. | 69 | 52 | 60 |
| Bonus questions may be included on a test. | 37 | 26 | 31 |

Table 20
Level of Consistency in the Implementation of Grading Component
(by school level)

| Level of Consistency | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|-----------------------------------|---------------------------------|-----------------------------------|
| Consistent across all departments in my school | 36% | 19% | 27% |
| Consistent in my department, but not throughout the school | 18 | 24 | 21 |
| Not consistent within my department | 5 | 13 | 10 |
| Don't know | 39 | 41 | 40 |
| No response | 2 | 3 | 2 |

Table 21
Amount of Change in Practices: Grading Component
(by school level)

| Amount of Change | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|-----------------------------------|---------------------------------|-----------------------------------|
| My practices have changed a great deal | 17% | 15% | 16% |
| My practices have changed somewhat | 69 | 67 | 68 |
| My practices have not changed | 12 | 15 | 14 |
| No response | 2 | 4 | 3 |

Table 22
Types of Challenges in the Implementation of the Grading Component
(by school level)

| Type of Challenge (multiple responses) | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|---|-----------------------------------|---------------------------------|-----------------------------------|
| Defining "minimum standards" | 44% | 48% | 46% |
| Determining percentage when a student has not made an adequate attempt to meet basic requirements | 42 | 48 | 45 |
| Distinguishing information about learning skills from academic grades | 27 | 23 | 25 |
| Determining appropriate time between due date and deadline | 27 | 21 | 24 |
| Basing grades on a variety of measures | 22 | 18 | 20 |
| No challenges | 16 | 13 | 14 |
| Assigning grades without extra credit | 10 | 15 | 13 |
| Other challenges | 4 | 7 | 6 |

Table 23
Level of Challenge in the Implementation of the Grading Component
(by school level)

| Level of Challenge | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|-----------------------------------|---------------------------------|-----------------------------------|
| Successful implementation with no challenges | 15% | 12% | 13% |
| Successful implementation with some challenges | 60 | 54 | 57 |
| Successful implementation with serious challenges | 12 | 11 | 11 |
| Difficult implementation; we are currently addressing challenges | 8 | 11 | 10 |
| Unsuccessful implementation; insurmountable challenges | 2 | 2 | 2 |
| Implementation not attempted yet | 1 | 1 | 1 |
| No response | 3 | 8 | 6 |

Table 24
Components that Teachers Feel Support Student Achievement
(by school level)

| Components (multiple responses) | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|---------------------------------|-----------------------------------|---------------------------------|-----------------------------------|
| Reteach/reassess | 63% | 56% | 59% |
| Homework | 51 | 29 | 39 |
| Academic meaning of the grade | 47 | 38 | 42 |
| None are valuable | 5 | 18 | 12 |
| Other | 6 | 4 | 5 |

Table 25
Components that Teachers Feel Are Most Problematic to Student Achievement
(by school level)

| Components | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|-------------------------------|-----------------------------------|---------------------------------|-----------------------------------|
| Reteach/reassess | 47% | 43% | 45% |
| Homework | 7 | 14 | 11 |
| Academic meaning of the grade | 16 | 20 | 19 |
| None are problematic | 26 | 15 | 20 |
| Other | 1 | 1 | 1 |
| No response | 3 | 7 | 5 |

Table 26
Methods of Communication With Parents and Students
(by school level)

| Communication Methods (multiple responses) | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|--|--------------------------------------|------------------------------------|--------------------------------------|
| Policy and procedures included in course syllabus | 77% | 88% | 83% |
| Policy and procedures posted on EdLine | 11 | 39 | 26 |
| Policy and procedures included in interim or progress reports | 29 | 18 | 23 |
| Policy and procedures discussed in PTSA newsletter or school newspaper | 47 | 36 | 41 |
| Other | 17 | 9 | 13 |
| I do not communicate with parents/students about Grading and Reporting | 2 | 2 | 2 |

Table 27
Level and Type of Feedback From Parents and Students
(by school level)

| Characteristics of Feedback | Middle School Teachers (N=185) | High School Teachers (N=225) | All Secondary Teachers (N=410) |
|---|--------------------------------------|------------------------------------|--------------------------------------|
| No feedback | 36% | 28% | 31% |
| Little feedback, generally positive | 24 | 21 | 22 |
| Little feedback, generally negative | 3 | 9 | 6 |
| Little feedback, mixed positive and negative | 22 | 23 | 22 |
| Lots of feedback, generally positive | 2 | 1 | 1 |
| Lots of feedback, generally negative | 1 | 4 | 3 |
| Lots of feedback, mixed positive and negative | 3 | 3 | 3 |
| Feedback has been neutral | 8 | 5 | 6 |
| No response | 1 | 6 | 4 |

Table 28
 Ways Teachers Provide Feedback about the Grading and Reporting Policy
 (by school level)

| Opportunities to Provide Feedback (multiple responses) | Middle School Teachers (<i>N</i> =185) | High School Teachers (<i>N</i> =225) | All Secondary Teachers (<i>N</i> =410) |
|---|---|---|---|
| At departmental or team meetings | 62% | 67% | 65% |
| At schoolwide staff meetings | 46 | 35 | 40 |
| Through my school's staff contact for Grading and Reporting | 23 | 22 | 22 |
| Through my principal | 23 | 20 | 21 |
| No opportunity to provide feedback on Grading and Reporting | 17 | 20 | 19 |
| At MCPS-wide meetings | 7 | 5 | 6 |
| Other | 5 | 5 | 5 |