### Figure 8-1: Questions to Encourage Co-Teachers to Discuss

- What do you believe about retakes on tests?
- What is your opinion on demonstrating learning mastery versus giving a letter or number grade?
- How do you see grades communicating to students and their families?
- Are letter grades necessary or can students be better served by rubrics or portfolios? Why or why not?
- How does our grading system align with what students are required to know or not know?
- What is your policy related to homework?
- What is your policy on classwork completion?
- Do both teachers view the grading process the same or differently?
- How will co-teachers determine the grading for each student in the class?
- How will IEP goals and objectives be measured in the co-taught setting?

### At-A-Glance: Tips for Supporting Co-Teachers in Grading

1. Before school even starts, make sure your co-teachers have committed to a process for assessment and for grading. Remind them that whatever grading structures they agree upon, they must communicate those structures and any appropriate adaptations (accommodations or modifications) to the students and their families.

2. Suggest that co-teachers provide separate grades for content knowledge and social/behavioral skills for some students. Combining these grades can be dangerous for students who don’t truly understand their skill levels; it can create a false sense of understanding of their mastery of content for parents and students.

3. Ask how students will be empowered in the grading and assessment process to share their thoughts on their own progress. Encourage all teachers, but especially those teaching in inclusive classes, to have students self-evaluate each quarter as to how they think they did and to predict what grades they believe they can achieve in the upcoming quarter.

4. Encourage all of your co-teaching teams to be consistent in how they grade and assess. Talk with teachers to find consistent ways to measure student learning so that the communication structure about grades is clear across the school and/or district.

5. Have teachers watch Rick Wormeli’s presentation on YouTube of the impact of the zero on standards-based grading (http://www.youtube.com/watch?v=h-QF9Q4gxVM). This should make for a lively discussion!