

Archway Trivium West's Philosophy of Grading

Great Hearts has a strong opinion about the value and articulation of grades and we actively work to have the students focus on learning and not on a score. We do not share grades in real time, or as an ongoing digital record. The primary reason for this is that we do not believe that the purpose of education is to simply evaluate a student based on a number or percent, but rather on the larger picture of their developing sense of wonder and depth of inquiry. We look to the whole child - to their progress, effort and understanding of the topic.

We understand that the digital culture of schooling today has developed towards systems in which parents manage their child's schoolwork by frequent, real-time electronic checking of assignments, scores, etc. We do not believe this electronic performance management culture is a positive one for student growth and independence, nor for parent-teacher dialogue and communication. It is a shortcut to "results" that don't foster the development of the essential skills of academic responsibility and self-management by students.

Based on our philosophy, grades are constructed by the teacher using a combination of data, like test scores (where there are clear right and wrong answers that can be tallied) and the performance and engagement of a student as a scholar (their sense of wonder and inquiry). The weighting of the score is based on the judgment of the teacher, who takes into consideration the goals of the course, the way in which the material has been taught and the expectations and objectives of the class. Our teachers assess the performance of a student relative to the goals of the class and assign an accurate grade, rather than simply reiterating a numerical score or average.

Our philosophy is unified at Great Hearts regarding grades and communication about performance and we want to honor that philosophy. We hope that you will partner with us in igniting your child's passion to pursue learning and understanding, as well as in developing their ability to manage their own academic responsibilities and performance.