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***Remote Learning***  
***PK-12 Grading Guidelines***  
***2020***

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The Remote Learning Grading Guidelines will be in effect during the dates campuses are closed and students are being provided instruction in a remote environment. This document will serve as an addendum to the existing SCUCISD Grading Guidelines, and will only take effect when needed in an emergency situation.

**Board Policy**

**EIA (LEGAL) GRADING POLICY**

The District shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. The District grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student’s relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student’s quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade. Education Code 28.0216

**EIA (LOCAL) GUIDELINES FOR GRADING**

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student’s relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents. In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

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## **Grading Philosophy**

Effective teachers use grading as part of the process of learning. Using the TEKS or learning standards for the course as the foundation of the curriculum, they begin by targeting student expectations and use formative (assessment for learning) and summative (assessment of learning) assessments to provide students with multiple opportunities to demonstrate mastery. Grading guidelines provide a uniform system to consistently communicate each student's progress towards mastery of the learning standards. A grading system implemented with fidelity and transparency allows students, parents, and educators to partner in the success of each individual student.

During our school closure, SCUCISD will utilize the Remote Learning Plan ([English](#) and [Spanish](#)) to guide teachers and students in the process of learning.

### **Teacher expectations:**

- Design instruction that embraces learning using a variety of tools and resources available in the remote environment, including differentiated instruction.
- Maintain student growth and achievement with remote lessons that engage students in TEKS and learning standards.
- Establish and apply clear standards consistently to student work.
- Use results of weekly assignments to make data-driven decisions regarding remote instruction and develop opportunities for reteach and relearn when necessary for mastery of the content.

### **Grading should help the teacher -**

1. Communicate progress to the student and parent/guardian on the mastery of the content.
2. Appraise the effectiveness of teaching strategies and modes of instruction
3. Evaluate strengths and needs of each student
4. Determine if credit will be awarded
5. Verify student has access and is able to participate in the Remote Learning Plan

### **Grading should help the student -**

1. Evaluate personal progress toward mastery of the content.
2. Recognize how work may be improved
3. Set personal learning goals
4. Predict future performance on classroom assignments and assessments
5. Determine when to ask for additional assistance from the teacher.

### **Grading should help the parents/guardians -**

1. Understand their child as a learner
2. Understand the student's mastery of the content.
3. Guide the student in making academic progress
4. Encourage the student to give maximum effort
5. Monitor their student's progress and when additional help is needed.

***NOTE: This document reflects district and campus expectations.***

***Students' grades will reflect mastery of District objectives. Teachers will follow District-approved grading guidelines that have been designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary, or contains an error, or that the teacher did not follow the District's grading guidelines.*** Board Policies EI (LEGAL/LOCAL),

EIA (LEGAL/LOCAL), and EIE (LEGAL/LOCAL) *Elementary Grading Guidelines and Secondary Grading Guidelines*.

### **Assessments under the Remote Learning Plan**

Due to the nature of remote learning, most assessments will be formative in nature. There may be short assessments which could be considered summative and still inform the teacher of a student's progress. Examples may include but are not limited to the following:

Computer Activities	Journals	Oral Assessments
Curriculum Based Measures	Portfolios	Homework
Quizzes	Notebooks	Vocabulary
Writing Assignments/Activities		

### **Grade Weights During Remote Learning**

1. One grade per subject per week for the duration of the closure.
2. Each weekly grade will carry an equal weight (Formative or Summative)

### **Grading System**

#### **Assignment Grades**

##### **Pre-K, Kindergarten and 1st Grade**

Students in Pre-Kindergarten, Kindergarten and 1st Grade do not utilize numeric grades. During Remote Learning, teachers will assess students' mastery of the TEKS and learning standards through their interactions and completed assignments. As such, the grading system for Pre-Kindergarten, Kindergarten and Grade 1 will continue to be a standards based reporting system utilizing indicators to communicate progress on related student expectations of growth. These standards and indicators are specifically outlined on progress reports and report cards associated with each of these grade levels. Progress towards those standards will be communicated to parents via email, class communications such as Dojo, and/or progress reports and report cards.

##### **2nd-12th Grades**

Students in grades 2-12 are assigned numeric grades. During Remote Learning Days, work assigned will be graded and grades will be communicated to the student and/or parent.

#### **End of 4th Grading Period Grades**

P	Pass
F	Fail
I	Incomplete ( <b>do not use on withdrawal form</b> )
NG	No Grade

#### **If school closure includes the entire 4th grading period:**

Grades will be averaged for the course/content area at the end of the 4th grading period, the following system will be used to designate credit:

1. If a student's remote learning grade average calculates as a 70 or higher, the grade for the student will be designated as "Passing" (P) for the grading period.

2. If a student's remote learning grade average calculates as a 69 or lower, the grade for the student will be designated as "Failing" (F) for the 4th grading period.
3. No Grade (NG) will be issued based on the following criteria:
  - non-attendance in class
  - zero assignments turned in
  - enrolling after Friday, May 1, without grades from the previous school
  - withdraws prior to the end of the grading period. (Note: If a student withdraws within the last three [3] weeks of a grading period, has at least seven [7] grades, a grade shall be given.)
4. Any designation of Incomplete (I) must be converted to a grade by the end of the grading period.

**If school closure does not include the entire 4th grading period:**

When schools reopen, numeric grades will be taken using the SCUCISD Grading Guidelines published on the website adjusted in the time remaining in the grading period. Grades taken during remote instruction will be averaged with the grades taken during regular instruction. If those grades taken while schools were closed do not help the students' averages, they will not be included in the 4th grading period.

**Grading Overview**

1. Work that is graded shall be recorded in the district's grade reporting software by midnight of the Thursday following Sunday submission of the assignment.
2. Grades will be entered weekly throughout the grading period to provide opportunities for improvement prior to the end of the grading period.
3. Ongoing progress monitoring is a critical part of learning. This includes opportunities for students to have their work assessed and feedback given on progress without a grade being assigned on some tasks.
4. Teachers will contact parents/guardians regarding progress of students' grades through progress reports.
5. Teachers will be available for tutorials and support each day. Teachers may be contacted through the Google Classroom "Private Comment" feature, email, or other communications set up by the teacher (e.g., Class Dojo, Remind, etc.). Parents and students should check teachers' websites for additional contact information.
6. A student's academic grades will not be affected by non-academic behavior or adherence to procedural rules. Grades must reflect a student's relative mastery of assignments.
7. Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student (whether the student knowingly provides or receives the work), plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Grades resulting from academic dishonesty may not be dropped or made up.
8. Parents are encouraged to monitor student grades through the district's electronic portal.

### **Reteaching and Retesting**

The District's goal is for every student to master all the TEKS/learning standards specified for each grade level to the extent possible in a remote environment.

1. A teacher shall reteach and reassess a class when 40 % or more of that class has failed a weekly assignment.
2. A teacher, at his/her discretion, may allow individual students to make-up or redo any assignment (Formative or Summative) they have failed.

### **Make-Up Work/Late Work**

1. Teachers will post assignments for the whole week by 8:00 a.m. Monday morning.
2. Assignments will be due (turned in) for the week by Sunday at midnight. Students who are utilizing paper copies/non-tech assignments provided by the teacher should turn in their assignments via email or at the campus on Mondays between 8:00 a.m. and noon unless otherwise designated by the teacher/campus.
3. Exceptions to the weekly due dates may be made for longer assignments as designated by the teacher. Deadlines for assignments beyond Sunday will be posted with the assignment.
4. Students with extenuating circumstances must contact the teacher as soon as possible to request alternate timelines for weekly assignments.

### **Promotion, Retention, and Award of Credit**

#### **Course Credit:**

Credit for courses in which all or part of the semester are completed via remote learning shall be granted provided the student earns 70% or higher or "Passing" (P) in both the 3rd and 4th grading periods of the second semester. Since teachers will be taking numeric grades while in remote learning, the average of the two grading periods shall determine if the student obtains credit.

#### **Calculation of Grade Point Averages and Class Rank:**

Any changes or addendums to School Board Policy (EIC LOCAL) would require school board approval. At this point, the district administration is planning to recommend that only grades from the third grading period be used in the calculation of the grade point average (GPA) for the second semester of the 2019-2020 school year. The third grading period ended on March 6, 2020.

**For the graduating class of 2020**, per School Board Policy (EIC LOCAL), in determining honors to be conferred during graduation activities, the District shall calculate class rank by using grades available at the time of calculation at the end of the fall semester of the senior year.

### **High School Promotion and Reclassification**

Since credits will be awarded to students who successfully passed courses while remote learning, the promotion and reclassification based on credits will not change during that time. To be promoted:

- From grade 9, a student shall have acquired six (6) credits.
- From grade 10, a student shall have acquired thirteen (13) credits.
- From grade 11, a student must have acquired nineteen (19) credits.

### **Dual-Credit/Dual Enrollment (UT OnRamps) Courses**

Dual Credit and OnRamps courses will have a different schedule based on guidelines provided by Northeast Lakeview College and the University of Texas, respectively, some of which may integrate online learning where the instructors continue to meet with their students during their regularly scheduled class time daily through a distance learning platform. Assignments, assessments, grading and credit are likely to differ from the information listed above. Please contact the instructor for specific information.

### **Grading In Special Programs**

For students receiving special education services, grades will be assigned for modified/accommodated work in accordance with a student's Individual Education Plan (IEP).

For students receiving 504 services, grades will be assigned in accordance with a student's Individual Academic Plan (IAP).

For students receiving English as a Second Language (ESL) services, the grades will be accommodated based on the student's linguistic proficiency.

### **Grade/Credit Recovery Program for High School Courses**

1. Students who previously failed a core class and/or are in need of making up lost credit or are in need of acceleration are eligible to apply for this program. Placements are based on student needs and seat availability. Fifth year seniors and upperclassmen are high priority and placed first.
2. Students must complete all required online and offline assignments with a grade average of 70 or better in a specified time frame.
3. Upon completion of requirements, the passing grade along with a P for passed will appear on the student transcript indicating that credit for the specific course has been recovered. The P and the grade will then appear on the student's transcript, and the credit for the course will be restored. Grades received in the Credit Recovery Program are not used in computation of a student's grade point average (GPA).

### **Revised 4th Grading Period Progress Report Distribution Dates**

#### **Alpha grades of E, S, N, and U will be reported in grades EE-1**

<u>Grades Due</u>	<u>Grades Verified</u>	<u>Reports Issued</u>
04/27/2020	04/28/2020	04/29/2020

#### **Numeric grades will be reported in grades 2-12**

<u>Grades Due</u>	<u>Grades Verified</u>	<u>Reports Issued</u>
04/13/2020	04/14/2020	04/15/2020
05/04/2020	05/05/2020	05/06/2020