

SEGUIN



Independent School District

April 7, 2020

Seguin ISD COVID-19 Grading Policy

Overview:

Grades are an important tool used by teachers to monitor student mastery of skills, track academic progress, and make instructional decisions that provide opportunities for student growth and success. Grades are also an important form of feedback for parents and students, as they are a clear form of accountability and communication. As the district continues to move forward to provide learning opportunities to its students, all of these functions will continue to be important. However, the way in which grades serve as a means of monitoring students and informing families will be modified to account for the following realities:

- Not all students are receiving adequate and equitable instruction.
- Students are not receiving the same level of instructional or language support that they would normally receive in a traditional school environment.
- Many households do not have regular access to technology that would allow them to access basic learning opportunities.
- Many parents are experiencing hardships due to income disruption, job loss, and food insecurity.
- We should ensure that the evaluation of student work and assignment of grades be applied fairly and consistently and focused on student proficiency. Students should not be penalized for the following:
 - the method used by the student to respond (i.e., apply the same criteria in grading assignments whether the student submitted digitally or in hard copy)
 - inability to access resources to complete the assignment

It is the decision of Seguin ISD that we will not penalize the students of our struggling families for factors outside their control.

Grading:

Grades will still function as a form of accountability and communication. Grades assigned after April 6th, due to school disruption, will only be used to show evidence of participation and completion with regards to learning tasks. As per the SISD School Board policy update (EIA local), elementary students will be assigned one Reading and one Math grade and secondary students will be assigned a maximum of two grades per week, using the guidelines listed below, reflecting the overall quality of student's work based on the categories below.

Grading Categories and Weights:

All grades assigned will be considered formative and have equal weight. Formative assessments are formal and informal processes and strategies teachers and students use to gather evidence for the purpose of improving learning. Formative assessments serve as feedback to both the teacher and student on progress toward mastery of the learning objectives.

Formative Assessments Can Include:

"Daily work" with feedback and checking for understanding activities, observations, peer- peer activities, mini assignments, students' notes, question and answer activities, stations/centers, quick writes, online activities, discussions, retests after re-teaching, simulations, summarization activities, "practicing" activities, labs, etc.

Elementary, Middle, High School Grading:

Formative is 100% of grade weight. All grades will be entered as "Daily Grade". Teachers will not use the "Test Grade" category.

Weekly Progress Grade:

Elementary teachers will assign one Reading and one Math grade (**P** or **F**) once a week per student that is aligned with the performance descriptors listed below.

Secondary teachers will assign a maximum of two overall progress grades (**P** or **F**) once a week per student that is aligned with the performance descriptors listed below.

Performance Descriptors For Levels of Completion Are As Follows:

Complete: Student has interacted with the teacher and evidence exists with which to evaluate performance.

- Pass (**P**): Student completion will be deemed as passing when the student has engaged with course content, communicated with their teacher and made an effort to complete assigned coursework (either online or by completing and returning pencil and paper packets).
- Fail (**F**): Student completion will be deemed failing when the student has engaged with course content, communicated with their teacher, and made an effort to complete the majority of assigned coursework and the teachers has determined the the quality of the work does not show mastery of the assignment (either online or by completing and returning pencil and paper packets)
- Incomplete (**I**): Students have not logged onto online learning, parents have not acknowledged receipt of their student's pencil and paper packet, nor made contact with their student's teacher after multiple ongoing attempts by the teacher and campus. Examples include phone conference, email, letter to most recent address, Student Support Services outreach.

When face-to-face instruction resumes, parents with students that have incomplete assignments will meet with a campus placement committee, which will determine a plan for students to complete outstanding work and show mastery. Students will have the first six or nine weeks to make up this work once regular school meetings resume.

Reporting Grade Period:

Elementary - (April 6 - Last day of school)

Secondary - (February 24 - Last day of school)

Detailed instructions will be provided at a later date.

GPA and Class Rank:

A School Board Resolution will be adopted to ensure GPA and class rank policy and procedures are applied in a fair, consistent, and equitable manner for all students.

Individualizing Based on Student Needs:

Every student's learning style, family situation, and support needs are different, and we need to redouble our efforts in individualizing support.

- TEA has allowed Districts to opt to delay recording of grades for a short period of time (e.g. the first week of implementation of remote learning) to allow students and teachers time to transition to a different method for teaching and learning. No grades are required for the week of March 23rd and March 30th.
- Students should have a minimum of three contact points each week in total from each of their teachers. These contact points could be email, Google Classroom, or phone calls.
- Teachers should communicate students' progress to parents through multiple means, and keep a log of these contacts and the results/outcomes of any communications. Communication must be two way.
- Teachers should seek ways to provide reasonable educational accommodations for all students and families. Examples of reasonable educational accommodations include extended time for assignments, alternate assignments, enrichment opportunities.
- Texas Education Code, §28.022(a)(2);§28.022(a)(3) requires school districts to give written notice to a parent of a student's performance in each class or subject. Report cards will be sent out on a modified schedule, which is to be determined.
- Students in RTI, mastery or instructional support classes should continue to receive targeted support through collaboration between that student's core instruction teacher and the relevant mastery teacher.
- Students must continue to receive the 504, Special Education, and Linguistic accommodations they received during the school year.