

Philosophy

In Phase 1 (March 24 - April 3) of our remote learning we stated: *“Grades should be maintained at the current level and not be impacted negatively due to this school closure. Please do not assign grades for new learning over this extended period in order to avoid penalizing students for circumstances beyond their control. Keep in mind remote learning may be unstructured. Assignments should be supporting and reinforcing the teaching and learning that has already taken place in the classroom.”* This continues to be our position as the extended closure continues.

Every single day, we all learn something new, so it only makes sense that our students will be exposed to some new information during Phase 2. However, we must be empathetic to the needs of our diverse student population. Honestly, students do not have their teacher, the most important resource in their learning. The face-to-face connection and processes you have in place in your classroom for ongoing feedback are much more difficult, if not impossible to replicate, in a remote learning setting. We understand that nothing can compare to the instruction that occurs in a classroom with a teacher and students.

At the elementary level, our belief is that Progress Marking/Grading is designed to measure learning and should be standards-based. ***Progress Marks/Grades during a time of crisis cannot be the same as they are during a typical school setting.***

The recent passage of HB 197 states that schools are to ***“keep students actively engaged in learning opportunities for the remainder of the year”***. There’s no intent from the State, or the district, that we attempt to cover the standards in the same manner as if we saw our students every day. We can release any pressure to students, as well as to ourselves, in trying to mimic our craft and what we know produces the best learning when we are with our students face-to-face. When school resumes, either soon or in the fall, adjusting instruction to address potential gaps in learning will be essential. For now, as we continue remote learning with our students during this 3rd trimester, please focus on solidifying and enriching topics and skills to which students have already been introduced; you may do this with the entire class, groups, or individuals.

3rd Trimester/Year End Progress Report

Based on the trimester timeline for the 2019-2020 school year, **elementary schools had completed 4 weeks of the final 12-week trimester** when the Governor declared that schools would be closed beginning on March 17, 2020.

In grades K-3, our Progress Reports are entirely “standards-based,” meaning that we report progress using the 4-3-2-1 system. In grades 4-6, we provide students the same progress marks using standards indicators, while also providing a “grade” using the “A-B-C-D-F” marking code. Unlike secondary level grades, elementary content area grades have no “credit” or transcript-able value attached to them. The letter grades primarily indicate a level of mastery or success with key learning through measured tests, quizzes, and projects. The intent has always been that homework does not play into letter grades, as homework responsibility and success is marked in a special box using the “4’3’2’1” progress markings.

With this extended closure, it is our expectation to issue and complete the year-end Progress Reports. However, A,B,C,D,F letter grades WILL NOT be issued for the final 12-week progress marking period for grades 4-6. Because complete instruction in curriculum standards could not be completed equitably to all students, and a full complement of tests, quizzes and projects could not be completed, the boxes designated for letter grades will be left blank for the final trimester.

It is expected that the standards indicators for the third trimester WILL be completed using the following criteria:

- **The teacher of record's (including EPP teachers) knowledge of student progress and performance based on the prior two marking periods, and the teacher's conclusions based upon formal/informal assessments** completed during the 4 weeks we were in class during the third trimester.**
- **Any results from **BAS, MAP, CIP writing and math prompts, and other assessments the teacher/student had completed at the time the closure was enacted.**
- **Any additional anecdotal information that the teacher has record of, especially information derived from classroom work during the first 4 weeks of the third trimester (e.g., running record notes, guided reading notes, notes/observations from math groups or other classroom processes).**
- **Per our usual routine, any standards area for which the teacher has no assessment/has not taught can be left intentionally blank.**

Promotion for 2020-2021

We recognize there are always students who are promoted to the following successive grade level with a diverse learning profile. Many students move on with secure learning on most or all standards, while some others have a learning profile with gaps or specific areas for which learning/intervention is still needed. This school year will be no different.

As mentioned above, "When school resumes, either soon or in the fall, adjusting instruction to address potential gaps in learning will be essential." This year, ALL of our students have had their learning sequence interrupted by National and State circumstances. In general, these circumstances should not adversely affect a student's promotion.

If a student's learning pattern and profile for the present school year indicate a secure ability to learn and grow, and the majority of their assessments indicate performance at levels 4, 3 or 2, that student should be easily promoted to the next grade level. As a staff, we will work diligently in the year to come to tailor interventions and instruction to maximize their growth as we return to the high quality learning environment to which we are accustomed.