

## Monitoring Student Progress, Grading and Reporting

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### District Rationale & Philosophy

The Southwestern Central School District recognizes we are in unprecedented times during the COVID-19 pandemic, and we are focusing on the principle of *no educational harm* to any child. Given diverse family life situations, resources, levels of support, mental health concerns, and technology access issues, grading work students have done at home via sudden, online lessons is inequitable and will not accurately measure student learning progress towards the standards (Wormeli, AMLE 4/9/2020). In addition, it is not accurate to compare the current educational situation with our traditional school experience (we are not comparing “apples to apples”). All determinations on grading practices were designed with this mindset and the issue of *equity* as the driver. Our methodology for assigning grades during this time of crisis are derived from the Board of Regent’s pass/incomplete recommendations (NOT pass/fail). While instruction is expected to continue during this remote learning period, we will not negatively impact students by giving a failing grade. Students and families will be given feedback on progress towards course standards. Using an incomplete will allow students an opportunity to make work up when this period of remote learning ends. Further, a student who is not able to participate for any reason should receive an incomplete.

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### Tracking Assigned Home-Learning Tasks:

Tracking assignments should not be interpreted as a means of grading. Rather, the intention is for a qualitative data collection which will drive our future instructional decisions when we return to school. This data will help us determine what remediation may be necessary so students can continue to be successful when traditional learning resumes.

6-12th grade teachers will record assigned home-learning tasks using the following icons in Powerschool:

- Collected
- Late
- Missing
- Exempt from Final Grade
- Incomplete

Teachers will provide students formative feedback for assigned tasks (e.g., narrative comments, a standards-based rubric, a performance task checklist, or with a numeric score) in Powerschool in the comment section or by other means currently used by teacher (e.g., OneNote). Criteria for assigned tasks will be communicated transparently to students and families, to the greatest extent possible.

Additional support will be provided to teachers so that they can employ, wherever possible, a standards-based grading **mindset**.

### **Reporting 4th Quarter Progress (ALL Courses for Grades 6-12):**

In the event that home learning remains the mode of instruction for the duration of the school year/ semester, teachers will inform the 4<sup>th</sup> Quarter report card using the following annotations:

**Pass with Distinction (PD)** Students *achieved mastery on learning standards during 4<sup>th</sup> quarter remote learning*

**Pass (P)** Students *achieved proficiency on learning standards during 4<sup>th</sup> quarter remote learning*

**Low Pass (PL)** Students *achieved proficiency on most but not all learning standards during 4<sup>th</sup> quarter remote learning.*

**Incomplete (INC)** Students *were progressing toward meeting or exceeding proficiency but were unable to complete course requirements during the closure and will need additional time to meet or exceed proficiency on learning standards.*

Students that have received incomplete marks on assignments and are potentially at-risk for earning an incomplete (therefore lack of credit) for the end of the course will receive correspondence from the school.

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## **Determining and Reporting Final Grades**

### **Reporting Course Final Grades (Second Semester Courses for Grades 9-12; year-long grades 6-8):**

Final Course Grades will be recorded as a:

**Pass with Distinction (PD)** Students *achieved mastery on learning standards throughout the year.*

**Pass (P)** Students *achieved proficiency on learning standards throughout the year.*

**Pass with Low Standards (PL)** Students *achieved proficiency on most but not all learning standards throughout the year/semester.*

**Incomplete (INC)** Students *were progressing toward meeting or exceeding proficiency but were unable to complete course requirements during the closure and will need additional time to meet or exceed proficiency on learning standards.*

Any student receiving an Incomplete for the final grade will be reviewed by the school's Student Support Team; recommendations for pathway options to earn a passing grade and credit will be communicated to the family. Information regarding pathway options will be distributed at a later date. If you earn an incomplete on a credit-bearing course, you will not receive credit for that course. Students that earn an incomplete as a final grade for the course will need to work with the school to determine what work needs to be done to earn a credit.

### **Reporting Course Grades (DUAL ENROLLMENT COURSES ONLY):**

Jamestown Community College requires a numeric grade from Dual Enrollment instructors, following the guidance in established course syllabi. Please use the following recommended practices to support the calculation of student grades during this time:

- Assignments should focus on the essential to know.
- As students submit assignments, review and provide feedback. As students meet standard, assign all points for the assignment.
- No penalties for late work.
- Course final grades (and mid-semester grades) can be determined holistically, taking into account Semester 1 work as appropriate.
- Numeric course grades will be supplied to JCC only; grading on the SW report card will follow the final course grade guidance listed in this document.
- Teachers will retain records of the submitted numeric grades as back up documentation.
- Students will earn the numerical grade for JCC, and will earn the rubric grade (Pass options or Incomplete) for their high school credit.

### **GPA Calculations will exclude Q4**

Annotations on student transcripts as well as the School Transcript Key will indicate the shift in reporting and associated codes for the school year. Transcripts will show the accrual of course credit, following NYS Guidance. We will continue to reassess in the event we return to a traditional structure prior to the end of the 19-20 school year.

\*Adapted from the Irondequoit School District Grading Practices Plan