

# Gold-Burg ISD At-Home-Learning Grading Procedures

## Grades PK-12

As we have recreated how we deliver instruction these last 2 six weeks of the 2019-2020 school year, we also have to take various factors into consideration for our grading procedures. We want to ensure that all students have an opportunity to succeed and are not penalized during this time.

Therefore, as we address GBISD grading practices for the 6th 6 Weeks for 2019-2020, these are specific considerations which have influenced our decision:

- ☐ Equity of instruction (paper vs. online)
- ☐ Help not hurt philosophy
- ☐ Family needs during this time
- ☐ Impact on a student's G.P.A Rank/Cumulative Score
- ☐ Flexibility and ongoing support is important and expected
- ☐ Varied levels of support and instructional resources at home

The Gold-Burg Independent School District is joining a growing number of educational institutions and moving to a Pass/Fail grading system in grades 1-12 due to the Coronavirus crisis as our summative reporting. The indicators below describe the level of participation, progress, and expectations by all students in order to receive the number grade of 69-100 at the conclusion of the grading period.

| FAIL (F)=69                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PASS (P) =70-100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>No progress toward accomplishing the learning provided in content specific daily activities.</b></p> <ol style="list-style-type: none"><li>1. The student submits incomplete work.</li><li>2. The student made no effort to complete work, after multiple contacts from the teacher.</li><li>3. The students' work does not demonstrate progress towards mastery according to activity specifications.</li><li>4. The student has errors in thinking, misunderstanding of key concepts, or not enough work is completed for the teacher to measure student progress toward content understanding.</li><li>5. The student did not complete or turn in any assignments for each week of closure and the teacher could not get a hold of the student.</li></ol> | <p><b>The student showcases progress toward accomplishing the content specific daily activities.</b></p> <ol style="list-style-type: none"><li>1. The student submits a demonstration of learning to the teacher according to activity specifications.</li><li>2. The student is making progress toward content understanding. Minor errors in thinking or misunderstanding of some elements may exist, but they do not impact overall understanding of the learning target. Making progress toward accomplishing the content specific daily activities.</li></ol> <p><b>AND</b></p> <ol style="list-style-type: none"><li>3. The student submits a demonstration of learning to the teacher according to activity specifications and the student exhibits mastery of content and skills.</li></ol> |

# GBISD Grading Practices

## Grading and Attendance

To receive credit and attendance for the courses for this school year, students are expected to complete the assignments and stay in contact with their teachers. They are also to abide by the Student Code of Conduct while interacting with teachers and students during any learning session or on any learning platform.

### Grading practices during eLearning:

All grading assignments will be designated as eLearning tasks and there will be a minimum expectation of 1 graded item per week within each course. Some examples of graded assignments might include: (Reflection on Task, Workbook Assignment, Digital Platform Quiz, Packet Assignments, Google Classroom Assignment, Videos)

- ☐ eLearning participation is required throughout the closure either online or through packets.
- ☐ Teachers will be entering grades into TxEIS for families to view and use as progress monitoring.

## Grade promotion and retention

- ☐ Policy EIE will still govern promotion and retention
- ☐ Standards-based grading will continue in Pre-K and Kinder with a focus on meeting grade-level targets for the majority of learning objectives
- ☐ In grades K-5 PE and specials classes will be reflected by recording the highest grade received in the 1st-4th six weeks as their 5th and 6th six weeks grades
- ☐ Grades 1-8 are based on a yearly combined average of 70 or above in the 4 core subjects
- ☐ High school courses are done individually for credit
- ☐ Grade Placement Committees will determine promotion or retention and Accelerated Instruction Plans of students receiving failing grades at the end of the year. These decisions will be made in coordination with LPAC committees and ARD committees as applicable.

## Completion Protocols

Students not making progress, not completing academic packets/eLearning, or opting not to participate during this closure, will be enrolled in an accelerated instruction program of summer school, virtual summer school or Credit recovery in the fall semester. For promotion to the next grade level, students will need to have completed the requirements outlined in this grading policy. A Grade Placement Committee (GPC) will be formed for any student at risk for being retained.

The last week of the online assignments through our eLearning lessons will be May 8-15, 2020. Instructional contact will continue for the week of May 18-22, 2020. The last day of school will be May 22, 2020.

### Calculating GPA and class rank:

- ☐ GPA and class rank are Board policies (EIC) Local and require Board approval to change
- ☐ The Board of Trustees has been very understanding of our need to ask for modifications due to this extended closure of physical campuses
- ☐ Administration will be bringing the following recommendations to the Board for approval in the May 20 Regular Meeting:
- ☐ The Spring 2020 semester will be excluded from any class rank calculations for the classes of 2020-2024.

- ❑ The scores on high school transcripts, whether a 100 or a grade below 70, will be calculated for credit purposes only. The scores will be omitted for class rank and GPA for our students in the classes of 2020-2024 in an effort to minimize adverse transcript impact due to this extended closure.

### **Final Exams**

Gold-Burg ISD will exempt all students from semester exams this spring. This is in keeping with the decision by The Texas Education Agency to cancel the 2020 STAAR and End-of-Course STAAR exams. That time will be used instead to help close learning gaps and maximize every available minute of instruction on current grade-level TEKS.

### **Course Credit**

To receive credit for spring 2020 courses students must showcase progress toward accomplishing the content specific weekly assignments and pass the course.

### **Dual Credit**

The modified grading system does not impact Dual Credit students earning college hours as they follow the grading system determined by North Central Texas College.

### **Progress Monitoring**

Gold-Burg ISD teachers will be using the assignments turned in, participation, and documentation of communication as forms of progress monitoring student success. Students in danger of failing will be closely monitored. The school will partner with those learners and families to provide extra support when needed. Progress Reports will be sent out for students demonstrating unsatisfactory performance or failing grades.

### **Special Programs**

Gold-Burg ISD is implementing with fidelity to the best of our ability related services for: 504, Special Education, Dyslexia, English Language Learners, and Gifted and Talented. Progress in IEP goals for Special Education will be documented and shared with parents according to program requirements.

### **Teacher Support**

Students who need any type of support (tutoring/reteaching) should email and communicate with their teacher directly to schedule a session via the phone or a virtual platform. We realize situations may arise and we have varying family dynamics and needs. The teacher will work out a plan of action with the student or parent. Teachers will over-communicate with any student who is in danger of falling below the passing line, and create a meaningful and attainable individualized plan. GBISD teachers will continue to expect effort and reward that effort throughout this time.