

Grading Practices During Distance Learning

May 19, 2020

Purpose:

Develop grading practices that hold students harmless during distance learning due to COVID19.

Why?

Student and families are facing a wide variety of physical, mental, financial, social, and emotional challenges due to COVID19. We want to mitigate the extent to which we are grading privilege.

Process

- ✓ Elementary Drafting Team
- ✓ Secondary Drafting Team
- ✓ Revisions based on
 - ✓ available guidance &
 - ✓ feedback from variety of stakeholders
- ✓ Final Draft compiled for board

Per MDE, All Report Cards & Transcripts will include this note:

“Grades that are documented during the time period of March 16 through June 30 of 2020 reflect the distance learning period resulting from the COVID-19 pandemic. Future use of these grades for academic placement, admission, acceleration, or remediation is discouraged and should only be used with caution after balancing the information against student performance in other grading periods.”

K-5 Elementary Overview

- ❑ Standards-based (1-4) if evidence
- ❑ If insufficient evidence, then:
 - ❑ In Progress (IP) or
 - ❑ Distance Learning (DL)
- ❑ No “0”
- ❑ No Retention due to distance learning

6-12 Secondary Overview

- ❑ Letter Grade for Final Credit-bearing Courses
 - ❑ A, B, C, D, No Mark
 - ❑ F eliminated for quarter 4 and Final Semester Grades and replaced with No Mark
 - ❑ 4th quarter=no mark for all students (no impact on GPA)
 - ❑ Final grade starts with grade earned in 3rd quarter; students have the opportunity to improve and not have a lower grade with work completed during distance learning.
 - ❑ Non-credit bearing courses:
 - Pass/No Mark (no impact on GPA)

Additional Secondary Information

- ❑ Students can elect to switch from a letter grade to a credit/no credit option if they choose. (Pass/No Mark) Does not impact GPA.
- ❑ Students who did not earn credit during second semester will have the option to recover credit either in the summer or fall.
- ❑ Additional clarifying language for nontraditional programs.

References

- MDE Guidance: [Creating Equitable Grading Systems During COVID-19](#)
- [ASCD Article: To-Grade-or-Not-to-Grade](#)
- Dr. Katie Pekel, Principal in Residence of the MN Principals Academy at the U of MN, [shared 5 articles and a summary of their findings](#) on the research done on pass/fail.
- [This article](#), written by Joe Feldman, author of Grading for Equity, approaches this question from an equity lens and recommends a Pass/Incomplete model for the time being.
- Postsecondary partner school grading practices (UMD, FDLTCC, LSC)
- [Why Grading Policies Matter More Than Ever for Equity](#)