

CISD Grading Guidelines

Distance Learning Model

Revised- 4/1/2020

Grading Expectations:

Similar to a traditional school setting, grades are one valuable way to provide feedback to students on the mastery of skills and knowledge that are being taught through our Distance Learning Model. While grades do not provide the full picture of student learning, they offer a quantifiable record of mastery over a specific period of time. Continuing to take grades allows for consistency with our typical practices. We also strongly value verbal and written teacher feedback, student reflection, and other evidence of student learning.

While we are utilizing our Distance Learning Model, some adjustments to our typical grading practices have been implemented. All adjustments are designed to benefit and support students as they transition to a new format of learning. All students will continue to receive their identified accommodations during Distance Learning.

Weights & Categories	<ul style="list-style-type: none"> ● One category of grades-all grades should be recorded in a single category. ● The gradebook would consist of 1-2 grades per week with accompanying feedback. ● Take grades on essential learning or standards <ul style="list-style-type: none"> ○ Assignments in the Distance Learning environment may be different from a traditional environment.
Student Feedback	<ul style="list-style-type: none"> ● Feedback should be timely and specific. ● Think differently about feedback in a virtual environment-Consider opportunities for verbal and written feedback. ● Feedback and progress by standard/skill helps support SPED/504 requirements. ● Students and parents should not be surprised by grades at the end of the 4th quarter/Distance Learning period.
Late Work and Reassessment	<ul style="list-style-type: none"> ● Allow for flexibility and opportunities for students to demonstrate mastery of learning. <ul style="list-style-type: none"> ○ Can utilize 'waterfalling' practice to change previous grades after students demonstrate mastery on additional assignments. ○ Campus can set expectations within the late work/reassessment guidelines. ● Teachers, administrations and counselors will make every effort to address students who are not completing work and assist in resolving the issue. ● Incompletes will be used until a campus sets a due date aligned with the last day of instruction.
Extra	<ul style="list-style-type: none"> ● Teachers should limit grades to the essential learning and enrichment.

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Credit/Bonus	
Completion Grades	<ul style="list-style-type: none"> ● Yes, teachers may give 100% grade for completion of an activity. In certain courses, a completion grade makes more sense than a letter grade. <ul style="list-style-type: none"> ○ Examples: P.E. students complete a weekly log of assigned exercises. Science students read and complete review questions using open 3 resources. Kindergarten students may use early literacy writing accompanied with a picture.
Student Support	<p>Address students who are falling, struggling, or not completing assignments with campus process or procedures.</p> <ul style="list-style-type: none"> ● Skill Issues: Provide additional support through Tier 2 intervention tools, small groups during virtual office hours, tutorials, and individual communication. ● Will Issues/No completion of Work: Provide support through parents and student contact. <ul style="list-style-type: none"> ○ Notify Principal if there continues to be a lack of participation.
GPA/Class Rank	<ul style="list-style-type: none"> ● All GPA/Class Rank is pending Board Approval ● Senior final rank was run after 3rd Grading Cycle per district policy. ● Rank for 9th-11th grade students will be run after the calculation of fourth nine week grades are finalized, mid summer* ● *For GPA/Rank for 9th-11th grade students, only the first semester grades will be calculated
Progress Monitoring	<ul style="list-style-type: none"> ● Progress Monitoring is used to assess students' academic performance, to quantify a students rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. <ul style="list-style-type: none"> ○ Quick assessments and checks for understanding are not always grades but can be used to assess learning.

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Situational Awareness

In recognition that teachers and students are adjusting to the Distance Learning Model, please adjust grading practices to include:

- Follow students' IEPs with appropriate accommodations/modifications (sped, 504, esl).
- Rounding up percentages; **give students the benefit.**
- Teachers cannot assign a window or specific time for assignments/testing in an asynchronous learning environment.
- Address individual situations with empathy and generosity.
- Eliminating the 'curve' unless it benefits students' grades.
- **Provide interventions** on an individual needs basis.
- Pending additional school closure: Review significant drops in 4th grading cycle grades with your administrator. If a student has a significantly lower grade for 4th quarter, please consider the circumstances and adjust grades accordingly. If a student has a significantly higher grade for 4th Grading Cycle, the student will get the benefit of the doubt.
 - Example: 1st Semester: 87 3rd Grading Cycle: 84, 4th Grading Cycle: 72
 - This would merit a discussion and re-evaluation of the 4th Grading Cycle grade.