



## RGHS 2020-2021

### REMOTE & BLENDED GRADING POLICY

*\*\*Please note that the policy below is subject to change as circumstances may change later this year due to the continuing covid pandemic. The principal reserves the right to make final decisions on any matters or questions of school policy, including grading.*

#### Grading Philosophy:

As students continue to adapt to remote and blended learning, our grading policy must also change to meet the academic and social-emotional needs for all of our students. The 2020-21 grading policy aims to provide a clear picture of our student's progress while honoring each individual student's experience adapting to new ways of learning.

We believe grades are meant to be a holistic assessment of student learning. Our curriculum is aligned to NYS Standards. We believe that students who graduate high school need the ability to **think critically, use evidence to support their arguments, apply** what they have learned to solve real-world problems and **demonstrate resilience** in the face of obstacles. The individual teacher is responsible for evaluating and determining each student's academic achievement based on the established grading criteria. Grades are to be a fair, equitable, evaluative instrument and not a disciplinary device.

#### What You Need to Know About Grading in the 2020-21 School Year

##### **Here are key elements of this year's remote based grading policy:**

- 1) Student grades will still be based on academic progress and performance, considering students' entire body of work in each subject. Grades reflect students' level of understanding and skills in a subject at a specific point in time.
- 2) Goddard's grading scale will be based on a numerical scale (100 points) except for specific courses with pass/fail grades such as Labs.

- 3) Goddard's grading policies will reflect the new ways students complete their work in blended and remote learning models. This means flexibility with assignments, giving students different ways to show what they have learned, and more.
- 4) Families have flexibility in determining how passing final grades are reflected on their child's records. This is an option for families who prefer to have their child's performance reflected more generally (such as "Pass" instead of a numerical grade) as their children continue to adapt to blended and remote learning.
- 5) **Grades and Comments:** A grade of 65-100 indicates the student is passing. A grade of 55% or 60% indicates the student is failing. Attendance may not be a factor in the grade nor may students be penalized for not participating in class. Single digit grades are permitted in Quarters 1-3 from 65%-100%. Below 65 is in increments of 5, with the lowest grade being a 55. No grades of 61-64% or 56-59% are permitted.
- 6) **Letter Grades:** No letter grades of any kind may be given without permission from your direct supervisor in any marking period, with the exception of NX as the final grade in MP5 during this current year. A NX grade (course in progress) in MP5 is equivalent to a 55 average for the four marking periods. If the course in progress mark is not reconciled by the end of the following semester, it is changed to NC (No Credit). No grades below 55 may be given.
- 7) **Late Entry:** Students who may have transferred from another school may have a grade of "NL" which may be given to students who are placed in a course after it has started, may have missed assignments or assessments needed to generate a complete course grade for a given marking period. "NL" does not have a pass/fail or numeric equivalent. Students who receive a mark "NL" must successfully complete remaining course requirements by the end of the 4th Quarter following the termination of the course in order to receive a final grade and credit, as applicable.
- 8) **Final Grades:** Per DOE Academic policy, teachers must use the four marking period grades on the report card to compute the final average. Teachers must correct any errors in a timely manner. **Failure to do so may result in a principal override after written notification to individual teachers.**
- 9) Students will not receive failing grades if they have not yet met the learning outcomes for their courses; instead, they will receive another mark ("needs improvement" or "course in progress," depending on grade level) and will be provided with additional time and support to ensure they can master course concepts and earn credit as appropriate. Students will receive grades of "course in progress" (NX) in place of failing grades. Parents/guardians may choose to have any passing grade updated to a passing grade of "credit" (CR). Grades of "CR" will not be factored into students' GPAs.

- 10) While students must continue to participate in remote and blended learning each day, attendance will not be a factor in student grades. Attending school, participating in class, and demonstrating understanding are all essential components of student learning, and school communities must make every effort to ensure that students attend school, with a goal of every student, every day.
- 11) Absences due to illness, covid-19, hospitalization, death in the family, religious absences, required court or immigration appearances, attendance at health clinics, approved college visits, approved cooperative work programs, school trips, and other similar situations approved by admin are considered to be explained absences and the *student should be given a minimum of two weeks or more* in which to make up assignments (see above) during this covid pandemic. Students with absences or lack of engagement must be given the opportunity to make up any missed assignments. [Please see uniform Online Learning Syllabi for more information.](#)
- 12) **Engagement:** Students may participate during remote based classes on Google Meet, Zoom or during lunch, office hours, etc. Students may access Google Classroom resources such as lesson slides, class activities, etc. All teachers have extra help sessions and office hours during the school day to call homes and provide tutoring.
- 13) **Class Assignments:** Choose from short responses, short essays, mini projects, guided notes, guided works of art, PPT presentations, online discussions, quote of the day, Achieve3000, Kahoot!, Quizziz, Articles, Videos, Khan academy, Brainpop, etc.
- 14) **Class Assessments:** Due to covid, student work should be classwork based. Short class quizzes and assessments may be given to assess student learning based on growth mindset grading model. However, students should be given opportunities to retake multiple times as needed and not based solely on accuracy but on completion, Exit Tickets, Checks for Understanding, etc.

### Regents Exams:

- 1) January Regents Exams have been canceled. However, at this time, it has not been determined if, when, and how Regents exams may be conducted in June due to the covid pandemic.
- 2) Regents are not included in the calculation of final grades.
- 3) If a student passes the Regents but failed the courses in a particular subject area, the student must retake the failed course.
- 4) During examinations, the NYSED Electronic Policy/Mandate must be implemented including no electronic devices. Students in violation of this policy will have their exam invalidated.

### Grading and Awarding Credits:

- 1) Grades show students' progress throughout the course.
- 2) There is 1 Term for the entire year and 4 marking periods. Report cards are issued at the end of each marking period. Credit for each course is awarded at the end of the year after MP5 (Final Grades).
- 3) Skedula Gradebook MUST be updated at a minimum once a week so that students may check their progress on a consistent weekly basis.
- 4) Honor Classes, AP classes, and College Level Classes may be weighted. Physical Education courses and other special courses such as SETSS are not incorporated into a student's GPA.
- 5) Pull-Out SETTS and advisory is not credit bearing.

### **Extensions on Student Assignments:**

- 1) In accordance with DOE policy, we believe in the importance of providing students with frequent opportunities to complete missed or incomplete assignments/instruction prior to, and at the end of each marking period.
- 2) If a student is absent the deadline for extension must be extended by the number of days the student is out due to illness, suspension, and other individual student circumstances.

For each quarter, teachers must maintain anecdotal logs of parent contact for students in danger of failing/failed. Teachers must communicate with parents/guardians via email and phone on a weekly basis. A letter home may be used in addition to phone calls home but is not a replacement.

Please Note: Students' appearance on camera during synchronous remote learning may not be factored into grade calculations. Teachers may not penalize students for not appearing on camera if they successfully demonstrate meeting the associated learning outcomes in other ways. However, we are encouraging students to be more engaged by turning cameras on. .

### **Rigorous Academic Approaches**

- 1) A school-wide goal at Goddard is for every student to work towards earning an Advanced Regents Diploma. Four years of math & science and 3 years of foreign language are required for most four year colleges.
- 2) We provide all students with the opportunity to take advanced courses, such as AP classes, and college level classes to prepare them for a 4-year college degree. If a student takes an AP course they must take

the AP exam. Students who are enrolled in an AP course will not be permitted to drop the course except for academic reasons and per principal approval.

3) Students and parents are provided with a course syllabi at the beginning of every year for every class they are enrolled in. RGHS uniform Syllabi is aligned to the RGHS grading policy.

## DOE GRADING POLICY FLEXIBILITIES Updated Fall 2020

### GRADING POLICY FLEXIBILITIES

Schools must ensure that their grading policies and practices acknowledge the impact of remote and blended learning models on the ways in which students complete their assigned work. This review must consider the following flexibilities as we implement learning models for all students:

- **Student access to devices and high-speed internet:** Schools must take into consideration students' access to devices and high-speed internet and support them in catching up on their learning once they have received a device. Work issued by schools while students do not have suitable access (i.e., paper materials) must be reviewed and considered in teachers' overall assessment of whether students have met learning outcomes. If students are not able to complete assigned work due to issues related to technology, schools must provide an alternative way for them to complete the activities.
- **Expectations for due dates and submission of late work:** Schools must adjust their deadlines and expectations for submission of assignments to acknowledge the significant impact of COVID-19 on students' experiences. These adjustments may include extending deadlines for individual students, taking into consideration the personal loss, illness, or other trauma that students may be experiencing. Schools are encouraged to lessen or eliminate penalties for late work beyond these adjusted deadlines. Due dates must be clearly documented for students and take into consideration timelines for entering grades.
- **Attendance may not count toward grades:** Attending school, participating in class, and demonstrating understanding are all essential components of student learning, and school communities must make every effort to ensure that students attend school, with a goal of every student, every day. Students' grades must reflect the extent to which they have met the learning outcomes for their courses. At the high school level, any student who achieves the learning outcomes for a course must be granted credit, as described in guidance from the [New York State Education Department](#). When students attend remote and blended learning consistently, they have the greatest opportunity to make progress, receive support from their teachers, and demonstrate their learning. Schools have flexibility in determining the factors that contribute to grades as described in their school-wide grading policies. With the understanding that course time is no longer a requirement for earning credit, courses that currently include attendance as a factor in student grades must remove that factor completely. Schools should use [Insight](#) to monitor attendance trends and guide continuous improvement strategies.
- **The way in which assignments are scored:** If parts of some tasks are impractical in a remote setting, teachers must consider adjusting the way those assignments are graded. This could include lowering the weight of portions of an assignment, adjusting the way students are expected to express their learning, or removing portions of tasks.