

Northshore School District

Grading Practices for the Second Semester of the 2019-20 School Year

Due to the current health crisis and resulting school closure, second semester grades for the 2019-20 school year will look different from our typical practice. Rather than maintain the traditional grading method, an alternative grading system has been established to accommodate for the learning challenges our students face during the pandemic. OSPI has required all districts to develop a letter grading system. The Northshore School District has sought to develop grading practices that seeks to mitigate and not exacerbate the inequities facing some of our students and their families.

Purpose Statement

The purpose of the grading system during school closure is to:

- Mitigate the exacerbation of inequities for students
- Minimize the negative impact of the school closure on students' academic records
- Monitor and assess students' academic engagement
- Ensure students receive feedback and support on their academic engagement

Student Engagement

For all levels of students, engagement in our distance learning model, Northshore Learns v 2.0, is the foundation of our 2019-20 second semester grading practices.

Engagement is defined as a student's involvement and participation in the lessons and learning activities. Grading does not need to reflect a level of mastery of standards, content, or skills at this time. This definition is in keeping with our intent to minimize the adverse impact of the health crisis on students' academic records.

Engagement may include any of the following, but is not limited to:

- connecting with teachers by email, phone, or video conferencing about a lesson*
- logging into SeeSaw, Google Classroom, or Hapara (whatever platform is used by a student's teacher(s)) and participating in activities, live discussions, or chats
- participating in online class sessions or viewing recorded lessons
- completing and sharing assignments

**School teams (Principals, Assistant Principals, Counselors, Office Staff, and any Teachers wishing to volunteer) should make every effort to connect with students who have yet to make contact with teachers to understand the individual's circumstances limiting or preventing their engagement. Once students are engaged, a determination of which grade should be awarded based upon the individual circumstances of the student.*

Student engagement will be applied to the elementary school, middle school, and high school grading practices as described in the subsequent sections.

Elementary Grading Practices

Northshore School District will adopt a Prepared and Prepared with Support approach to the final Elementary Progress Report.

Students will receive their end-of-year designation based on their student engagement that reflects at least one of the four methods of engagement for at least 4 out of the 10 weeks between the weeks of March 30 and June 15. Additionally, teachers should use their knowledge of the skill development of a student prior to the shift to distance learning to signal a student's possible need for additional support once in-person instruction resumes.

A Prepared with Support designation is intended to be a notice to next year's teacher alerting that individual to possible skill gaps or areas in need of support so they are prepared to address the student's needs.

Middle School

Northshore School District will adopt a Credit model, with Prepared or Prepared with Support designations, approach to the Middle School Progress Report.

Students will receive their end-of-year designation based on their student engagement as follows:

- Credit – Prepared: This is for students who have engaged through at least two of the four methods of engagement for at least 6 out of the 10 weeks between the weeks of March 30 and June 15. Based on teachers' knowledge of the skill development of a student during the first semester and prior to the shift to distance learning the student demonstrated proficiency.
- Credit – Prepared with Support: This is for students who have engaged through at least one of the four methods of engagement for at least 4 out of the 10 weeks between the weeks of March 30 and June 15. Based on teachers' knowledge of the skill development of a student during the first semester and prior to the shift to distance learning the student demonstrated limited proficiency.

A Prepared with Support designation is intended to be a notice to the teachers of the student in the next school year alerting those individuals to possible skill gaps or areas in need of support so they are prepared to address a student's needs.

Students at the middle school who are taking credit-bearing high school courses will be graded according to the High School practices for those classes.

High School Grading Practices

Northshore School District will adopt the use of A, B, or I grading criteria for secondary classes this second semester.

- A or 4.0 on the 4.0 grading scale: This grade is for students who have had consistent or frequent engagement. Consistent or frequent engagement means that a student engages through at least two of the four methods of engagement for each of their classes at least 6 out of the 10 weeks between the weeks of March 30 and June 15.
- B or 3.0 on the 4.0 grading scale: This grade is for students who are adequately engaged. Adequate engagement means that a student engages through at least one of the four methods of engagement for each of their classes at least 4 out of the 10 weeks between the weeks of March 30 and June 15.
- I (Incomplete): This is an option for circumstances that might warrant an Incomplete. An incomplete will be made as a team decision between the teacher, counselor and principal. The Incomplete grade will be reviewed during the 2020-21 school year. Options to convert an Incomplete grade include the following:
 - For classes with corresponding courses in the sequence, the first semester grade of the 2020-21 school year will be given as a grade for the Incomplete.
 - For classes with no corresponding courses in the sequence, a student may choose to keep the Incomplete or:
 - Turn in an artifact of their choosing to reflect what they learned from the 2019-20 course up to the school closure;
 - Turn in an artifact of their choosing to share a significant learning that occurred during the school closure.

Students who elect to turn in an artifact will receive a B.

Grades will be based on a student's engagement with the lessons and learning activities. Teachers will provide students with feedback on their academic work and checks for understanding around academic standards and learning outcomes for the purposes of supporting student progress in learning. Grades will not be based on percentages or any assessment of learned material.

College in the High School

“College in the High School” may still be assessed according to the expectation of each respective college. High school students who are taking a “College in the High School” course will receive specific information from their teachers.

Feedback on Assignments and Learning Activities

Teachers will provide students with feedback on their participation and work for the purpose of helping students reflect on their progress toward learning and on what support they might need to meet standards. Student assignments during the school closure will be neither graded nor entered in to the online gradebook.

Students may turn in missing work that was due prior to March 9 if student wishes to receive feedback so that they are better prepared to learn new material. Turning in missing work is not required; missing assignments will not be graded. This is to allow students to focus on new learning and not fret over missing work that was due prior to the health crisis. Not turning in missing work will not negatively impact students’ semester grade. Semester grades will be based on student engagement in learning as we move forward.

Attendance

Teachers will check attendance each instructional day (M/W/F) to ensure that all students receive the support needed to engage academically during the school closure. Monitoring attendance will help teachers know which students should be contacted and invited to participate in Office Hours. Further, checking attendance and noting who is not logging into live lesson or engaging in lessons asynchronously will help teachers know which students may need support and encouragement to engage in the academic work.