



Pampa ISD Communication, Feedback, and Grading Handbook for 2020 School Closure Period – Home Learning

The Texas Education Agency grants authority to local districts to adopt grading policies for teachers who will be continuing to review student work while they support the instruction being delivered off-site. “Educators should focus on getting sufficient information to determine levels of proficiency for students to ensure they are prepared to be academically successful moving into the next school year.” TEA, “*Guidance on Grading*” March 2020.

When it comes to grades, our goal is ***grace > grades*** as we help students master the remaining curriculum content with meaningful teacher feedback. It is an opportunity to dig deeper into the content of our core subject areas. We want to do all this while keeping in mind the emotional well-being of each child during the COVID-19 pandemic. **Your children are our highest priority.**

NEW GRADING POLICY AND PROCEDURES: BEGINNING APRIL 6, 2020

Grading Periods *Note: During the special circumstances brought on by the Covid-19 crisis, Grading Six Weeks and Attendance Six Weeks will not be the same dates.*

Fourth six weeks	January 7 - February 14
Fifth six weeks*	February 19 - until school closure/home learning ends
Sixth six weeks*	Dates from school reopening to May 21, if applicable

*If school does not reopen this school year, the period from Feb 19 to May 21 will be the fifth six weeks for grading purposes – no 6th six weeks)

Student Assignments

Weekly assignments will be provided to students via the PISD Home Learning website at the beginning of each week. If, after all technological resources and support have been exhausted, the student is not able to access the HL website, other delivery options will be provided. This should be rare. Students are required to complete assignments labeled as “Must Do” (the first

two columns on the assignment document). The completion of the Column 3 - Extension Activities - are highly recommended.

Required Communication with Students/Parents

Teachers will communicate with each of their students *at least two times per week* per student. These interactions will provide performance level information about academic achievement on weekly assignment(s) and may also include check-ins to see if students have what they need to be successful. Teachers are very aware of the social-emotional needs that our students are likely experiencing. This Covid-19 and Home Learning situation can produce great anxiety in students, and we are charged with addressing the needs of the whole child. Initiating appropriate, two-way communication with students with their well-being in mind is our highest priority.

Academic Feedback

Teachers will send weekly academic feedback for submitted assignments labeled as “Must Do” (the first two columns on the assignment document). In general, effective feedback will include a performance level (grade) and may also include an affirmation, a recommendation for improvement, and/or a question for extended thinking. Feedback may be provided for extension activities and will be taken into consideration when determining a weekly performance level for each student.

Determining Weekly Grades (Performance Levels)

No changes will be made in the Kindergarten grade reporting methods during the Home Learning Period. PE and Music teachers will provide activities for movement and creativity in each week’s lesson and will participate in communication with students. However, no grades will be reported in PE and Music during the Home Learning period.

All other courses at every level which traditionally report numerical grades to indicate student progress will now record a WEEKLY PERFORMANCE LEVEL with the corresponding grade using three broad labels:

Mastery - Making Progress (100)

Approaching Mastery—Making Limited Progress (75)

Not Mastered* – No Evidence of Progress (65)

At the end of each week, teachers will examine work submitted by students and determine a single WEEKLY Performance Level- Grade for each student. This grade will be reported to the student/parent as a part of the required weekly communications (see “Required Communications with Students/Parents” section). Grades will also be available through the Parent Portal. Campuses will retain supporting grade documentation (Google sheets, Dojo, etc.).

No student may be assigned a weekly performance level of “Not Mastering – No Evidence of Progress” unless all of the following activities outlined below in the “Checklist to Prevent Failure” have been completed and documented.

Checklist to Prevent Failure (Not Mastering - No Evidence of Progress)

- ___ At least two documented check-ins with student and parent inquiring if there are any barriers for assignment completion for the week (i.e. lack of internet access, technology issues, inability to access resources to complete assignment, illness, limiting home situation, etc)
- ___ Sufficient time to complete assignment – at least 1 week (Mon – Sun)
- ___ Documented attempts by school to address barriers identified
- ___ Documented academic support provided to students/parents.
- ___ Discussion with / approval by principal

Incompletes During Home Learning

Weekly grades of “incomplete” will not be recorded during the Home Learning Period. Submitted work for the week will receive a performance level based on **evidence of the demonstration of the mastery** level: **Mastery: Making Progress (100); Approaching Mastery: Making Limited Progress (75); and No Mastery: No Evidence of Progress (65).**

Makeup Work During Home Learning

The teacher and principal will determine if and when makeup work will be provided during the Home Learning period.

Determining Fifth Six Week Grades

If schools remained closed for the remainder of the school year, the fifth six weeks will cover the dates from February 19 - May 21. Numerical grades will be averaged using the same method that has been used throughout the year.

Required Reporting to Parents

Schools are required to report student progress to parents at least once each 12 weeks. Teachers will communicate weekly academic performance feedback directly to students using the communication system that the campus has selected and parents can view student grades, progress reports, and report cards through the **Parent Portal**. If students are allowed to return to school, there will be a fifth six week progress report sent to parents when the Home Learning period ends. The sixth six weeks would then consist of the weeks that are completed back at school. **However**, if we remain out of school until May 21, a fifth-six weeks and final report card will be published through the Parent Portal will be sent to parents in May, and there will be no 6th six weeks. If parents do not have access to the Parent Portal, it is not too late to request access. Other methods of distributing printed report cards will be available as well.

Three Weeks Progress Reports: Unsatisfactory Progress

All **teachers** are required to provide a written report to parents **every three weeks if a student is failing to make progress toward mastery**. The first notification for the fifth six weeks will be based on the student work that was submitted from February 19 - March 13. Since schools were ordered closed after Spring Break, the opportunity for students to turn in missing work was not available to them as described in the previous Grading Policy. For this reason, *for this three-week period alone (February 19 - March 13)*, any grade which is 50 or lower will be changed to a 65 for calculating grade averages. Three-week progress reports will be available in the Parent Portal and will be mailed to parents of PHS students who are in jeopardy of losing high school credits toward graduation and to parents of students who are being considered for retention for the 2020-21 school year.

For as long as the Home Learning period continues, three-week progress reports will be calculated based on Performance Levels assigned during the Home Learning period. Using this new system, **consistent unsatisfactory performance** is equivalent to the new performance level: **No Mastery: No Evidence of Progress (65)**.

Students will begin submitting work to be graded on April 6, and the first Home Learning **progress reports will be based on grades earned between April 6 and April 24**. The notices will be sent to parents of PHS students who are in jeopardy of losing high school credits toward graduation and to parents of students who are being considered for retention for the 2020-21 school year. All progress reports will also be available through the Parent Portal.

Final report cards for the 2019-20 school year will be sent to parents of **all students** after May 21.

Contact Hours for Teachers

Each teacher must designate a minimum of 2 hours per day that he/she will be available for check-ins, support services, and/or new instruction for students.

FREQUENTLY ASKED QUESTIONS

General Questions:

- 1. What grades will students get if teachers are using Performance Levels to measure mastery of the course?**

Mastery - Making Progress (grade 100)

Approaching Mastery - Making Limited Progress (grade 75)

No Mastery - No Evidence of Progress (65)

Secondary Level Questions:

1. **Will PJHS/PHS have final exams?** *No.*
2. **PHS: Will students earn course credit for the classes they are taking during this spring semester?**

Yes. If a student's 4th six weeks grades combined with the performance level grades earned during the 5th six weeks are equivalent to a passing grade, credit will be awarded. Second semester grades WILL NOT be used in the calculation of GPA for students currently in grades 9-12

3. **PHS: Will students who did not earn credit during the fall semester because of excessive absences still be allowed to make up "time" in order to regain credit?**

Yes. If no credit was awarded for the first semester because of excessive absences, students will be provided opportunities to make up attendance time during the spring semester. Counselors will communicate with students regarding their progress in making up the required hours.

4. **How will GPA and class rank be determined for graduating seniors?**

*GPA and class rank for seniors will be determined using grades earned from freshman, sophomore, junior years, and the first semester of the 2019-20 school year; however, **student performance must indicate a grade of 70 or greater in order for a student to earn credits for the second semester.** Second semester grades will appear on the final student transcript and will be used for local honors; however, they will not be calculated as a part of the final GPA or class rank.*

5. **What about GPA and class rank for students who are currently freshmen, sophomores, and juniors?**

*Students currently enrolled in grades 9-11 will also earn credits during the 2020 second semester, and these grades will appear on a student's transcript for the second semester. **Student performance during the second (spring) semester must earn a grade of 70 or higher in order for a student to earn credits for the semester.** 2020 second semester grades will also be used in determining local honors. However, the grades earned during the second (spring) semester will not be used in current or future GPAs and in determining the class rank for college application purposes.*

6. **How will students earn college credit for the dual credit classes that they are taking through Clarendon or other higher education institutions?**

Clarendon College has created a website that provides Covid-19 information for its students. The document is updated regularly. The Clarendon College March 20 entry that addresses dual credit students appears below:

Your professors will be contacting you between March 23 through March 27 about updates and possible changes to your course syllabus. Please be patient with us as we are in uncharted territory. We are aware of the quickly changing nature of the pandemic and can / will make updates as needed or directed. Please email Mrs. Havens or Mrs. James if you are having issues with connectivity (lack of Internet access or lack of computer access).

<https://www.clarendoncollege.edu/CoronavirusUpdate>

IMPORTANT NOTICE TO PHS TEACHERS WHO FACILITATE DUAL CREDIT COURSES:

Facilitators should communicate with their students to determine if they have been contacted by their Clarendon College teacher as the update above indicates. If not, facilitators should contact the CC teacher to confirm what expectations are required of students. During required check-ins, facilitators should inquire how students are progressing and should offer assistance if any student needs it, including contacting Clarendon College for help. PHS is responsible for ensuring that students earn the high school credit component that is needed for graduation.