



GUIDANCE ON ASSESSMENT, GRADING AND ATTENDANCE

Ensuring Equitable Access During Distance Learning

A team of students, teachers, administrators and other district leaders convened to discuss and advise how to conduct assessments, grading and attendance during distance learning in the midst of class cancellations. The information below serves as a guide to classroom teachers to navigate this unprecedented time of teaching and learning through the lens of equity.

Assessment

The California Department of Education has suspended all statewide summative assessments (CAASPP, ELPAC, and Physical Fitness, High School Equivalency). Formative assessment however is part of instruction, and in the distance learning setting, should continue to be part of evaluating where students are with their learning. The more formative opportunities teachers can build, the more informed teachers can be about what skills students have mastered or need support with. The SUSD interim assessment iReady Diagnostic has been suspended, however the iReady online pathways in both ELA and Math are available to students who have taken a diagnostic. ELA pathways will be based on the last diagnostic students completed. Students can continue in their current i-Ready math pathway.

The following practices are recommended to assess where students are in their learning.

- Allow students to utilize strategies, technologies, or platforms with which they are already familiar and that fit their differing context and needs.
- Assessment activities should be tied to clearly articulated goals so students and families know what to expect.
- Demonstrations of learning may not look the same from one student to the next.
- Ensure access and familiarity for all with regard to technology devices and platforms.
- Account for secure testing environment in the monitoring of students and devices
- Pay attention to the validity of results; using the results to understand progress/impact; consider selectivity of test completers and non-completers.

- Account for testing conditions/needs by designating for and considering accommodations as needed.
- Consider opportunities for multiple and frequent measures of student achievement/progress.

| Assessment Type | Examples |
|--|---|
| <p>Formative Assessment <i>(Carried out during the instructional process for purposes of improving teaching and learning.)</i></p> <p>Answers the questions:</p> <ul style="list-style-type: none"> ● How do I know my students are progressing in their learning to meet the goals I have set out for them? ● How can I adjust my instruction if they aren't getting it? | <ul style="list-style-type: none"> ● Ask a question, use wait time, call on a student randomly ● Call on a student to share her/his thinking <ul style="list-style-type: none"> ○ Share their screen to show their work ● Ask a student to read what is on your screen and the group responds to a prompt ● Direct students to complete a brief task and share their screen so you can see what they are doing ● Have students respond to exit ticket/quick check types of questions (polls, discussion forums) to gauge students' learning progress |
| <p>Interim Assessment/Summative <i>(Administered outside of the instructional process to evaluate a student's knowledge and skills relative to a specific set of academic goals.)</i></p> <p>Answers the questions:</p> <ul style="list-style-type: none"> ● How do I know that my students have demonstrated mastery of the Standards and end of course expectations? ● What methods can my students use to show me their learning, knowing each of their environments and available resources may be different? | <ul style="list-style-type: none"> ● While traditional forms of these assessments are not recommended, consider allowing students to show culminated learning in a variety of forms, such as: <ul style="list-style-type: none"> ○ A project (individual/group) ○ A demonstration ○ Writing ○ An oration ○ A video ○ |

GRADING

In accordance with SUSD Board Policy 5121, “grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests and portfolios.”

With guidance from the California Department of Education, the grading system during class cancellations will have the following guidelines:

- the primary goal of **holding students harmless**, as to not penalize them;
- continuing to utilize letter grades in 7-12 and rubric scores in TK, Prek-6 as defined in SUSD board policy, and sets expectations for student learning and serves as a motivator for students to improve their grade from last term.
- the grading period reflecting the time period between April 6 and May 27;
- supporting students in preserving the progress they made prior to school closures and enabling them to demonstrate further learning in ways that are appropriate to the context of their learning environment;
- taking the needs of all students into account, including English Learners, homeless, foster youth and those with differing access to digital learning and other tools or materials;
- ensuring that any new assignments initiated during distance learning do not negatively impact a student's overall grade, meaning, a student's grade should not be lowered from the last reported grading period prior to March 13 class cancellations.

The Curriculum Office will provide certain elective courses the opportunity to implement a pass/no pass grading system during class cancellations such as Automotive Repair, Construction, Welding etc.

ATTENDANCE

To date the California Department of Education has been silent on matters regarding attendance. This isn't simply a matter of whether online hours will count as attendance hours or if online learning will be considered substantially equivalent to in-person learning, but more about learning and engagement and if students are present to the call. In the absence of regulation teachers should document, document, document. The only way to demonstrate the time spent preparing, teaching, and working with students will be to document it. It has been shared that several of the online platforms currently utilized will track logins and other usage metrics. This should be supplemented with notes. Any efforts at gauging asynchronous learning time is advised.

Tracking student participation can support the effectiveness of remote learning and ensure student welfare during the time they are out of school. Ways students can show participation for learning include, but are not limited to the following examples:

- Participating in a facilitated learning session,
- Commenting on a class post (Zoom, Google Classroom, or DoJo, etc),
- Submitting an assignment (Zoom, Google Classroom, DoJo, etc), or
- Joining a teacher's Google Hangout, Zoom, etc.

Conclusively, student attendance will be taken in Synergy no less than weekly to account for the care and well being of students. While students are expected to be present in the learning space at some point during each week, some students may be faced with challenges such as: working, babysitting siblings, and connectivity issues and well as other situations that limit their ability to be present for all methods of instruction (a facilitated learning session, commenting on a class post, joining a teachers google hangout, submitting an assignment, etc.)

SUSD will continue to accept a written excuse from parents for student absences that may be related to precautions taken around COVID-19. For students not "showing" up, not accessing on-line instruction and are absent from the learning space, teachers are encouraged to take similar actions as if a student was consistently absent, not participating in class or completing work during a lesson under normal circumstances.

- Contact parents/guardians to attempt to partner a solution.
- Should multiple attempts at contacting the parent/guardian go unanswered, reach out to the school's support staff for help (counselor, administration, CWA, etc).

For support with distance learning, please refer to the SUSD Educational Continuity Preparedness Plan [HERE](#).