

Middle School Grading During Comprehensive Distance Learning - CDL

We have new ODE requirements for grading in Comprehensive Distance Learning. School level teams have finalized grading practices that not only align with our district's policy and administrative rules and the collective bargaining agreement with EEA, but also following with ODE requirements and recommendations.

The ODE guidance allows for students to have the option of either Pass/No Pass grading or traditional letter grades A-F. Grading should let students know where they are in relation to academic content standards and help define what students are ready to learn next. School grading practices will meet the following requirements.

- The default grading practice at Middle School will be standard letter grades. Students and families have the choice if they would prefer Pass/No Pass for classes. This choice must be made by the mid-term grading day. For example, some families might want to reduce stress that letter grades can cause for some students experiencing increased anxiety. Middle School students and families should consult with the school counselor to determine if P/NP grading options are an appropriate choice.
- All students will have the opportunity to redo, make up, try again to complete, or attempt to complete work without penalty up to two weeks after an assignment is due. Students must complete any make up before the end of each term. The intent of this provision is to ensure students have multiple opportunities to demonstrate proficiency over time, and not to ensure students are afforded repeated opportunities to earn higher grades.
- During CDL, teachers will refrain from administering end-of-course final comprehensive exams covering all content from the entire term.
- Teachers should consider equitable approaches to grading, like using point scales that do not heavily weigh 0 scores (0-4 scale vs. 0-100 scale), and more heavily weighting recent performance and growth instead of averaging performance over time.
- Teachers will take into consideration the variety of ways in which a student can demonstrate content mastery/proficiency beyond the accumulation of points over the course of the term. For example, students can be given the opportunity to demonstrate

learning through projects, presentations of learning, performance tasks, etc. The intent is to be flexible, within reason, during this challenging time for students and teachers alike.