



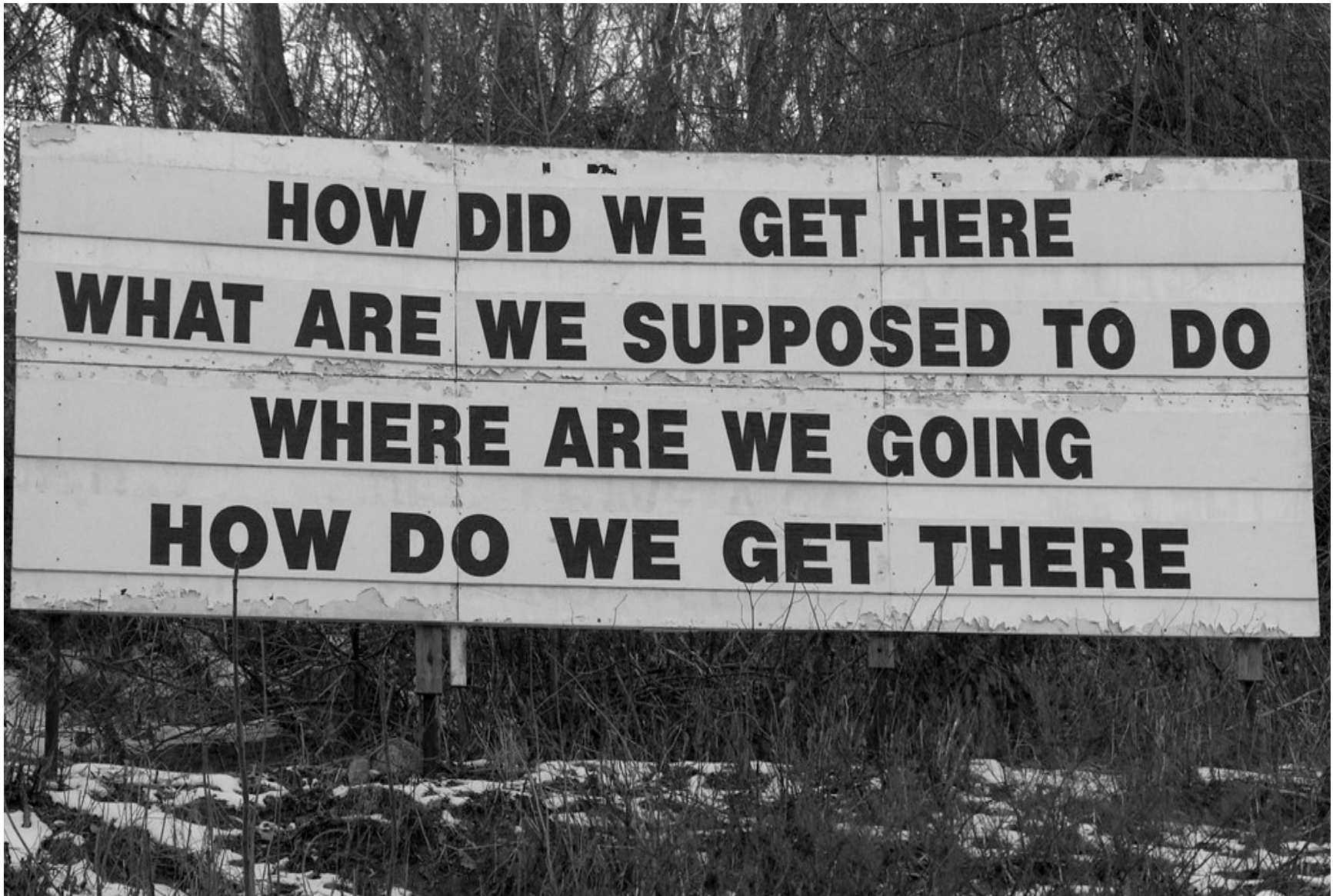
GACIS / GADOE SHARING BEST PRACTICES



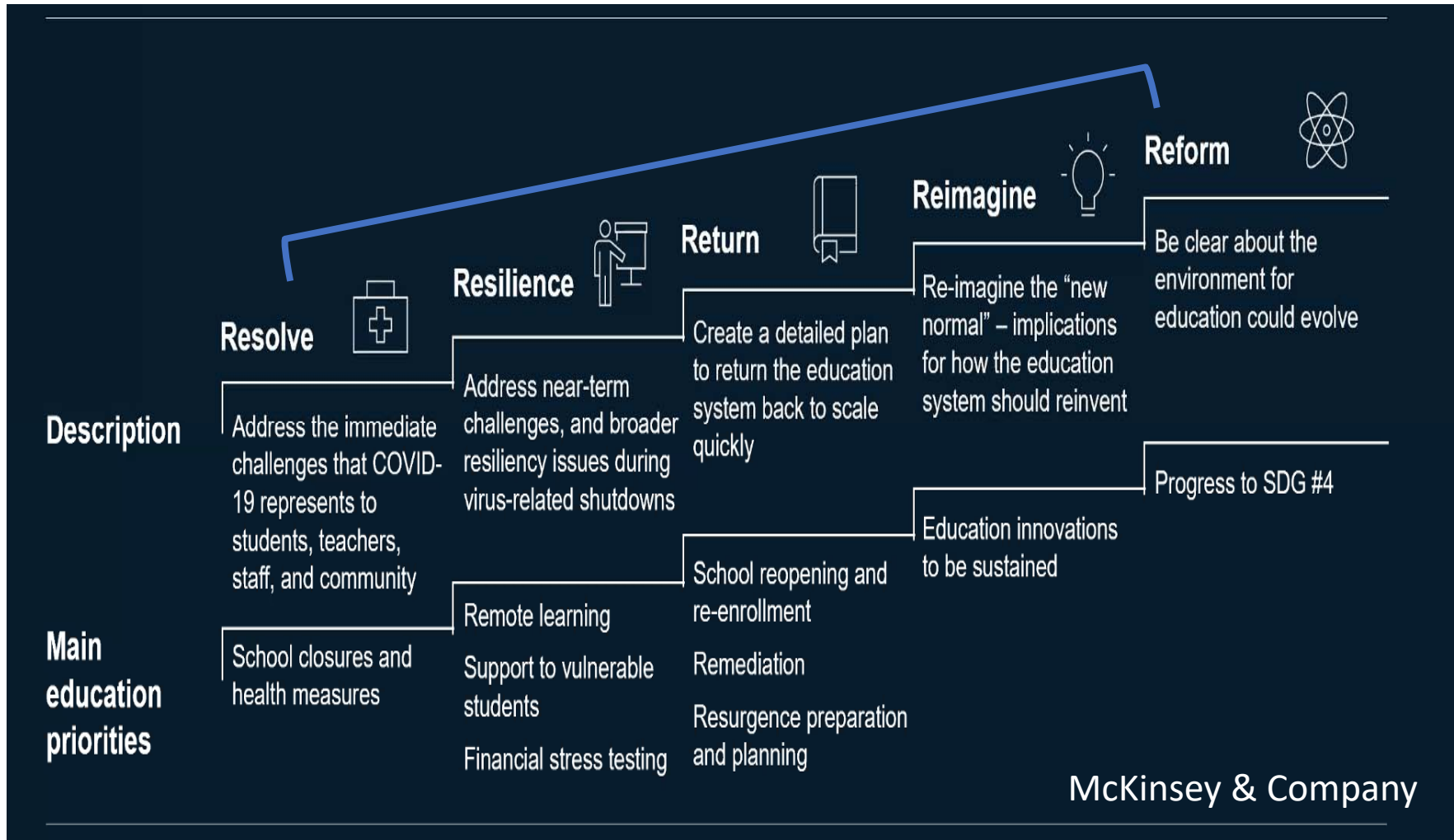
Webinar Series: **Remote Grading**
April 16, 2020

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future





System Response to the Pandemic: Consider the 5 Rs



McKinsey & Company

How Do We Address These Vital Areas?

Today's focus area.



Adaptive Leadership Challenge During COVID-19 Era: Remote Learning & Grading



Agenda

- Brief Introduction: Deborah White (GACIS), Justin Hill (GaDOE)
- Rodney Green, Assistant Superintendent, Lowndes County
- Dr. Claire Buck, Chief Academic Officer, Oconee County
- Travis Nesmith, Executive Director, Curriculum & Technology, Effingham County
- Beth Herod, Director Curriculum & Instructional Services, Gordon County
- Fonda Harrison/Rebecca Johnson, Teaching & Learning, Forsyth County
- Dr. Amy Fouse, Coordinator of Language Arts, Houston County
- Dr. Patricia Morgan, Coordinator, Science, Health & PE, Fayette County
- Conclude



Lowndes County Schools

Teaching and Learning Department

Rodney Green, Assistant Superintendent, Lowndes County

Working together to empower, challenge, and inspire—
One Lowndes!



ONE LOWNDES



Teaching and Learning Department



Working together to
empower, challenge, and
inspire –
ONE LOWNDES

Working together to empower, challenge, and inspire—
One Lowndes!



Implications of Grading Decisions

- Reality of access
 - Lack of access for staff
 - Lack of access for students
- Grading practices and beliefs
 - K-8 grading plan
 - 9-12 grading plan
- Promotion/Retention decisions

Working together to empower, challenge, and inspire—
One Lowndes!



Oconee County Schools Continuity of Student Learning



Dr. Claire Buck, Chief Academic Officer, Oconee County



Oconee County Schools Continuity of Student Learning

Recommended Assignment Length

Monday-Thursday assignment length should be as follows:

- K-2: 15-20 minutes per subject
 - Assignment, including Activity plans, will be linked in itslearning and sent as an attachment via email.
- 3-5: 20-30 minutes per subject
- 6-8: 30-45 minutes per subject
 - Connections should be 15-20 minutes
- 9-12: 45 minutes to 1 hour per course



Oconee County Schools Continuity of Student Learning

FLEX Fridays

During the remainder of this school closure, students will be assigned academic work Mondays-Thursdays with Fridays being a flexible day. There will not be additional work assigned M-Th to accommodate for FLEX Friday. Here is more information on this flexible day:

Fun - This needs no explanation!

Leisure Learning - Parents and students will have additional opportunities to spend time in nature, go on a virtual field trip, or read...whatever interests you and your child.

Emotional Time and Connections - Each Friday, parents and students will receive a social-emotional activity via email. There's nothing to report or turn in.

eXtra Learning and Support - Fridays can be used for catching up and making additional connections with teachers for any needed support.



Oconee County Schools Continuity of Student Learning

Assessments

OCS Summative Assessments/Final Exams:

The Georgia DOE has waived all state testing and has asked school systems to do the same with local assessments. As a result, summative assessments/final exams will not be administered. Instead, opportunities to improve grades should be provided via remediation and enrichment experiences that address specific areas of study (i.e., units, assignments, projects, etc...).

MAP Assessment:

Oconee County Schools has made the decision to suspend the Spring MAP assessment.



Oconee County Schools Continuity of Student Learning

Grading

Distance/digital learning will not have a negative impact on student's grades. Students should not be penalized for circumstances over which they had no control. Student grades will only improve and will not be lower than the grades earned by Friday, March 13, 2020.

All assignments through Digital Learning Days should be used to enhance student learning. As such, students should be afforded multiple opportunities to demonstrate mastery.

Per The Georgia DOE, "zeroes" will not be issued for any missed assignments during digital learning days.

Continue to grade assignments and provide feedback **as much as feasible**, but also in alignment with the amount of work being assigned daily/weekly.

Elementary and Middle School Retention - If we did not have retention conversations with students at the mid-year point, now is not the time to begin those conversations.



Oconee County Schools Continuity of Student Learning

To honor the contributions of our seniors, their academic year will end on Thursday May 7, 2020. Seniors who need extra time to meet the required graduation requirements will be given until May 14, 2020.

GRADUATION CEREMONIES



Saturday, May 23, 2020
youtube.com/oconeecoschools



NORTH OCONEE HIGH SCHOOL - 11 A.M.
OCONEE COUNTY HIGH SCHOOL - 3 P.M.



Effingham County School System – Learning at Home



- **Phase I – Wednesday, March 18 - April 3 (13 days - 10 days of assignments,**
 - Lesson Plan for 2 weeks
 - 2 grades per week per course
 - 100 for Completion; Incomplete (by the end of this phase – 4 grades for these 4 assignments)
 - **No** New Learning
- **Spring Break – Monday, April 6 – Friday, April 10**
- **Phase II – Monday, April 13 - Friday, April 24 (10 days)**
 - Lesson plans for 2 weeks
 - 2 grades per week per course
 - 100 for Completion; Incomplete (by the end of this phase – 4 grades for these 4 assignments)
 - **New** Content may be introduced
 - The last assignment for seniors should be completed by Friday, April 24th. This allows teachers until Friday, May 1st to collect, grade and record assignments. Seniors will have a total of eight (8) Learning at Home grades.
- **Phase III – Monday, April 27 – Friday, May 1 (5 days) – only for Grades 1-11**
 - Lesson plans for 1 week
 - 2 grades per week per course
 - 100 for Completion; Incomplete (by the end of this phase – 2 grades for these 2 assignments)
 - **New** Content may be introduced
 - The 4th nine-weeks gradebook will contain ten (10) Learning at Home grades per subject.

Travis Nesmith, Executive Director, Curriculum & Technology, Effingham County

Effingham County School System – Learning at Home



- Teachers will continue to enter assignments and grades into the fourth nine-weeks grade book; however, the average will not be used to calculate course grades. The fourth nine-weeks grade book will be used by teachers to document the Learning at Home submitted assignments.
- How will the final course grade be calculated?
 - Infinite Campus will calculate the average of the first three nine-weeks grades. This will be called the **COVID-19 average**. This will become the base grade for the final course grade.
 - For each completed Learning at Home Assignment, the student will have .5 points added to the **COVID-19 average** to determine the final course grade.
 - Students in grades 1-11 have the potential of earning a maximum of five (5) additional points (ten assignments for work completed March 18- May 1)
 - Seniors have the potential of earning a maximum of four (4) additional points (eight assignments for work completed March 18 - April 24)
- Hopefully, the student work completed during the closure will increase a student's academic standing. It is not our intent to penalize the students.
- Teachers are expected to continue collecting incomplete assignments through the month of May.

Travis Nesmith, Executive Director, Curriculum & Technology, Effingham County

Effingham County School System – Learning at Home



- Example: Final course grade for a **year-long course**

$$\frac{\text{1st 9 weeks average} + \text{2nd 9 weeks average} + \text{3rd 9 weeks average}}{3} = \text{COVID-19 average}$$

Ex:
$$\frac{86 + 79 + 72}{3} = 79$$

The COVID-19 average for this student is a 79 and the student completed all 10 of the Learning At Home assignments. So, this student would receive 5 additional points added to the COVID-19 average. The final course average for this student is an 84.

- Example: Final course grade for a **semester-long course**

$$\text{3rd 9 weeks average} = \text{COVID-19 average}$$

Ex:
$$86 = 86$$

The COVID-19 average for this student is a 86 and the student completed all 10 of the Learning At Home assignments. So, this student would have 5 additional points added to the COVID-19 average. The final course average for this student is a 91.

- 12,951 students
- 8 elementary, 3 middle, 3 high schools
- High Schools - 7-period day
- STEM Academy High School – 5 x 5 block
- Non 1:1 district - Issue Chromebooks
 - Phase I – Seniors, Alternative School, Students with Special Needs, ELL
 - Phase II – Grades 3-11
- Promotion and Retention- no final decisions have been made yet
- Attendance Hardship Meetings- no final decisions have been made yet
- Kindergarten will be handled separately due to being standards-based.
- Graduation – Currently, our superintendent is surveying our seniors. We do plan to conduct a virtual graduation through Herff Jones.

Travis Nesmith – tnesmith@effingham.k12.ga.us



Beth Herod, Director
Curriculum & Instructional
Services, Gordon County

Gordon County Schools Instructional Framework for the Remainder of the 2019-2020 School Year

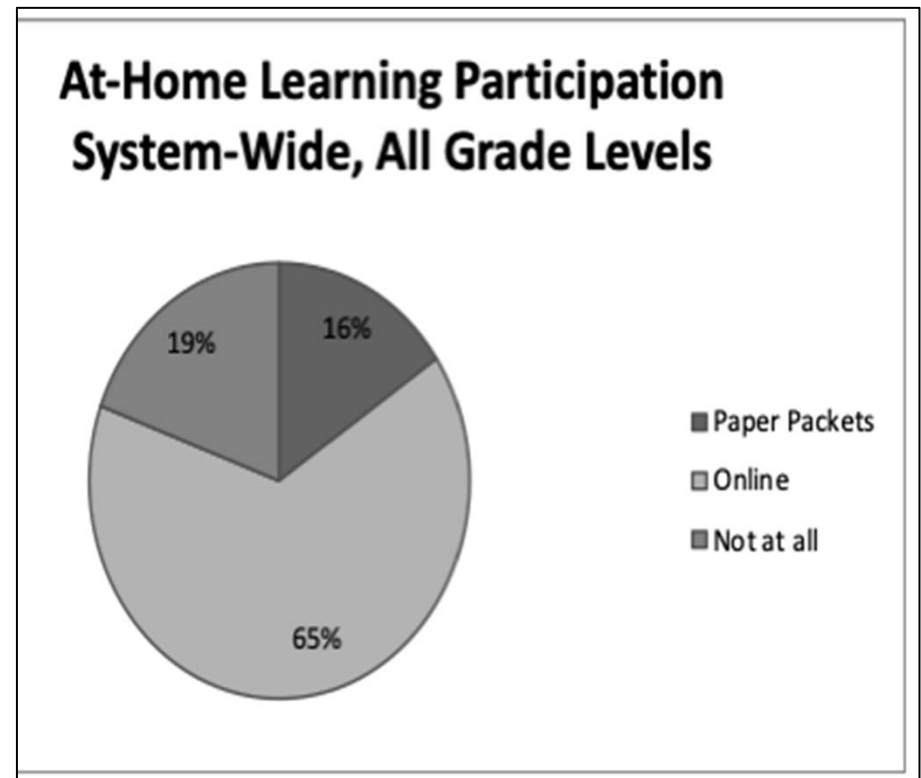
Elementary Schools	Middle Schools	High Schools
<p>Timeline: May 5th: No new content after this date May 6th–8th: Students submit work (Students who are behind or need additional time will continue working with their teacher(s) and may submit work through May 15). May 11th–22nd: Teachers grade student work, review reports, remediate those failing, and post grades</p> <p>Continue At-Home Learning:</p> <ol style="list-style-type: none"> Continue providing instruction/activities Monday-Thursday. Friday is for review/make-up Communicate with families and students if a student is not submitting work in a timely manner. Teachers will complete as many essential standards as possible through May 5th. <p>Grading:</p> <ol style="list-style-type: none"> Student work for this last nine weeks is formative not summative. A zero should not be entered as a grade. These grades will be used to enhance the grade, not as a punitive measure. K-2 students will receive a standards-based report card. Any standard without evidence will not be evaluated. The K-2 grading needs to reflect a true picture of the student's mastery of standards to prepare for instruction/remediation for the 20-21 school year. Grades 3-5 will receive an average of the first three nine weeks. Work submitted the last nine weeks can supplement the average. NO CHILD WILL RECEIVE A LOWER GRADE FROM THE AVERAGE OF THE FIRST THREE NINE WEEKS. Specific guidance on grade calculation will be provided. Teachers will continue to provide feedback to students for all submitted work regardless of whether a grade is recorded. 	<p>Timeline: May 5th: No new content after this date May 6th–8th: Students submit work (Students who are behind or need additional time will continue working with their teacher(s) and may submit work through May 15). May 11th–22nd: Teachers grade student work, review reports, remediate those failing, and post grades</p> <p>Continue At-Home Learning:</p> <ol style="list-style-type: none"> Continue providing instruction/activities Monday-Thursday. Friday is for review or make-up work. Communicate with families and students if a student is not submitting work in a timely manner. Teachers will complete as many essential standards as possible through May 5th. <p>Grading:</p> <ol style="list-style-type: none"> Student work for this last nine weeks is formative not summative. A zero should not be entered as a grade. These grades will be used to enhance the grade, not as a punitive measure. Grades 6-8 will receive an average of the first three nine weeks. Work submitted the last nine weeks can supplement the average. NO CHILD WILL RECEIVE A LOWER GRADE FROM THE AVERAGE OF THE FIRST THREE NINE WEEKS. Nine weeks Connections classes will receive a final grade of Pass or Incomplete based on each student's work. Specific guidance on grade calculation will be provided. Teachers will continue to provide feedback to students for all submitted work regardless of whether a grade is recorded. 	<p>Timeline: May 5th: No new content after this date May 6th–8th: Students submit work (Students who are behind or need additional time will continue working with their teacher(s) and may submit work through May 15). May 11th–22nd: Teachers grade student work, review reports, remediate those failing, and post grades</p> <p>Continue At-Home Learning:</p> <ol style="list-style-type: none"> Continue providing instruction/activities Monday-Thursday. Friday is for review or make-up work. Communicate with families and students if a student is not submitting work in a timely manner. Teachers will complete as many essential standards as possible through May 5th. Teachers will work with students who had failing grades at the nine weeks and allow make-up work. Current seniors, on track to graduate on March 12th, will graduate in spring of 2020. Graduation will not be withheld from seniors if they were on track for graduation. There will be NO final examinations. <p>Grading:</p> <ol style="list-style-type: none"> Student work for this last nine weeks is formative not summative. A zero should not be entered as a grade. These grades will be used to enhance the grade, not as punitive measure. The final grade a student had on March 12th is the lowest grade the student can receive. NO CHILD WILL RECEIVE A LOWER GRADE FROM THE MARCH 12TH DATE. Specific guidance on grade calculation will be provided. Dual Enrollment courses will be governed by the affiliated Community College or University.

**Failure to submit work for grading may result in a final grade of "Incomplete" for the course and the student may be required to participate in additional remediation once in-person instruction begins.



Beth Herod, Director
Curriculum & Instructional
Services, Gordon County

- At the end of the year, it is our intention that students will be promoted to the next grade unless the student is significantly behind and a meeting has already been held with the parents to discuss the topic of retention.
- Teachers and school personnel will continue to call students weekly to maintain a connection with each family and provide ongoing personal communication.
- Student work for the last nine weeks is considered formative not summative and will not be punitive.
- If a student does not complete or attempt any of the work, he/she will receive an *incomplete* at the end of the nine weeks.



Updated Instructional Time Recommendations

Begins 4/16/20



Level	Online Structure	Instructional Time Expectations
Elementary School	<u>Monday-Thursday</u> Daily Instructional Schedule	K-2: Not to exceed 90 minutes per day 3-5: Not to exceed 120 minutes per day In addition, all students should read for a minimum of 30 minutes each day.
Middle School	<u>Monday-Thursday</u> A/B Block Day or 7 Period Day *Schedule can vary by school	30-40 minutes of online learning and student workload per subject, per day
		20-30 minutes of online learning and student workload per subject, per day
High School	<u>Monday-Thursday</u> A/B Block Day or 7 Period Day *Schedule can vary by school	40-50 minutes of online learning and student workload per subject, per day
		20-30 minutes of online learning and student workload per subject, per day
All	Friday	<ul style="list-style-type: none"> Will remain a “catch-up” day for students. Will remain a day to provide additional help to individual students. Will remain a collaborative planning day for teachers.

Grading Practices and Next Steps



Grading*:

Elementary:	Pass (P) or Fail (F)
Middle:	Pass (P) or Fail (F); High School courses taken in MS: Numeric grade
High:	Numeric grade

*Hold Harmless Provision: The totality of student work assigned and submitted during online learning, March 16-May 22, 2020, will only have a positive impact on the overall semester average.

Final Exams: Middle school and high school will have no final exams.

Next Steps:

- Provide additional support for teachers:
 - Specific grading guidelines
 - How-to documents and videos for grading guidelines
 - Virtual meetings by grade and content to support instructional and grading decisions
- Planning for 20-21
 - Priority standards (End 19-20 and Beginning 20-21)
 - Pre-assessments to determine academic gaps
 - Social emotional supports for students and staff

Parent Communication about Grading

“The secret of success is constancy to purpose.”
– Benjamin Disraeli

How have you assured parents that your core beliefs regarding grading have not changed, even though policies may have changed due to COVID-19?

Popular Concerns Raised by Parents

- Everything is suddenly different. How are grades different?
- What feedback do I have to know that my child is actually learning if the grading policy has changed to pass/fail?
- If my child can't do the work, will his or her grade suffer?
- Why are students receiving grades over new content when there is no traditional face-to-face instruction?
- If the kids do all the assigned activities in the learning platform or in the packets, will they get grades to reflect completion?
- What if my child's grades reflect my ability to teach/help him or her at home?

Key Communication Points

- Parents need reassurances that teachers and administrators appreciate their positivity, flexibility, and resilience.
- Parents need explicit, proactive communication about what grades will look like.
- Parents need to know that our goal is to provide continuous educational opportunities for ALL Georgia students to continue to grow. Just as in our traditional classrooms, that will look different for students who are above grade level, on grade level, or below grade level.

Questions to Consider

- What is your district's plan to provide continuous educational opportunities and practice for your child to grow while schools are closed?
- How will learning assignments be provided through both online and technology-free access?
- How frequently will lessons be assigned? In what format?
- How will support from the teacher be provided for kids who do not have technology access?
- What impact will participation in these assignments have on student grades?
- How will grades be assigned or recorded? How will incomplete work be noted so parents can monitor student participation?
- How will your district ensure that no student is disadvantaged through the grading process?
- What avenues should/can parents use to communicate concerns with grading?

Dr. Amy Fouse, Coordinator of Language Arts, Houston County



Where Excellence and Creativity Merge

Fayette County Public Schools

Dr. Patricia Morgan, Coordinator, Science,
Health & PE, Fayette County

Grading Guidance During COVID-19 Pandemic



Permalink - bit.ly/2Vyibj9

Instructional Support Provided

- Assistant Superintendent, Dr. Julie Turner, worked with Principals, Technology Services, and Content Coordinators to conduct a needs assessment (tech needs, instructional needs, etc.)
- Technology Services created a [Virtual Learning Website](#) that explains virtual learning expectation and support tools (i.e., PL opportunities, lesson templates, unplugged activities, etc.)
- Content Coordinators conducted virtual team meetings to prioritize standards, provide assessment expectations, and shared resources folders
- Content Coordinators met with teachers via Zoom or a pre-recorded video to explain curriculum expectations

Prioritized Standards Samples

- [Fourth Grade Prioritized Standards](#)
- [Science Fourth Quarter Standards](#)

FOURTH GRADE PRIORITIZED STANDARDS

We understand that teachers are planning and organizing in different ways because of different circumstances. This document is designed to provide guidance as you make decisions for planning ELA lessons for the remainder of the school year. It is important to consider the evidence of mastery from your class. The standards listed as "highest priority" have been identified as being the most crucial for mastery as students move into the next grade level. Once students are solid on the highest priority standards, move into the subsequent layers. Some standards/elements are intentionally not listed.

Big Ideas in Reading	Big Ideas in Writing	Big Ideas in Foundational	Big Ideas in Language	Big Ideas in Speaking and Listening
RL and RI 10 are encompassed in all other standards. In order for a standard to be mastered, it must be demonstrated in grade-level text.	Select the writing genre that is in most need for your students. Narrative writing has been covered the least this year. W4, W5, W9, W10 are embedded throughout.	RF4 - read grade level text fluently is the overarching standard and is part of all foundational expectations. Mastery includes standards in grade levels up to and including grade 4.	Conventions should demonstrate command of Language standards in grade levels up to and including grade 4.	Oral language is the foundation of literacy development, but the current situation may keep you from addressing these standards.
Highest Priority Standards: RL/11 - refer to text when explaining explicit and inferential information RL/12 - theme; summarize; main idea, key details RL/13 - describe depth of character, setting, event; explain events, procedures, ideas, or concepts RL/14 - vocabulary	Highest Priority Standards: W1a - introduce topic, state opinion, create organization W1b - provide reasons that are supported by facts and details W1d - provide conclusion W2a - introduce topic, group related information; include formatting W2b - develop topic with facts and details, examples W2e - Provide conclusion W3a - establish a situation, introduce narrator/characters; organize an event sequence W3b - use description to develop events including character response	Highest Priority Standards: RF3a -syllable patterns; roots/affixes; reading multi-syllable words	Highest Priority Standards: L1f - produce complete sentences; recognize fragments and run-ons L2a - use correct capitalization L2d - spelling L4a,b - use context and morphology to determine meaning of words L6 - acquire and use new vocabulary	Highest Priority Standards: SL6 - use formal English when appropriate to task and situation SL1 - engage in collaborative discussions, expressing ideas clearly

Grading Practices Guidelines

Fayette County Public Schools Grading Practices during the COVID-19 Pandemic

When Gov. Kemp issued an order for school closures due to the COVID-19 pandemic, Fayette County Public Schools transitioned from a traditional face-to-face teaching/learning environment to a virtual teaching/learning environment. In this virtual teaching/learning environment, we observe the following:

- Most students are successfully engaged with virtual learning.
- Some students are struggling to be successful through virtual learning due to a variety of reasons.
- Some students are not participating in virtual learning due to a variety of reasons.
- Many families are experiencing impacts to their physical health, their emotional well being, and/or their financial resources.

The Fayette County Public Schools strives to continue with high quality instruction that supports student learning. The school system wants to minimize negative impacts to student achievement as we deliver instruction virtually. Therefore, teachers will implement the following grading practices for the remainder of the school year:

For All Grade Levels	
Grading Practice	Rationale
Students will not be penalized for late work.	*Some students are struggling or are not participating in a virtual learning environment.
Teachers will provide clear success criteria. Timely, specific feedback will be provided in order for students to understand if they are making progress toward, proficient with, or exceeding expected mastery of standards.	*Students are more likely to be successful when they understand what success looks like. *Learning increases when students understand what needs to improve and how to improve.
Students will be given opportunities to improve their performance on academic assignments that received a failing grade.	*Some students are struggling in a virtual learning environment.

Link to full text - [Grading Practices during the COVID_19 Pandemic.pdf](#)

Permalink - bit.ly/2Vyibj9

Key Considerations for This Global Pandemic

- At some point we will return to a new normal with emerging social, emotional, and curriculum needs.
 - How will we engage students to address these gaps?
 - How will we create a culture of care and responsibility?

Contact Information

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Thank you!

Offering a holistic education to
each and every child
in our state.

**Please input a topic into the chat box that
you would like us to explore for our next
GACIS-GADOE Webinar.**

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