



## Student Grading and Promotion during Distance Learning

### Tenets for Grading during Distance Learning:

This document communicates the Bloomfield Public Schools position regarding student grading, and promotion during the Distance Learning period.

March 13, 2020 was Bloomfield's last day of 'in-person' school. On March 16, Governor Lamont's executive order of school closure took effect. Anticipating this possibility, Bloomfield teachers and administrators developed an interim learning plan, ensuring it was in place before schools closed to reduce the spread of COVID-19. On March 30, 2020 the district began a Distance Learning program. Concern for the well-being and safety of our students and community, coupled with guidance from federal and state government officials, and health experts, informed this work.

Remote learning through the strategic use of contemporary technologies was not a common approach in our traditional learning environment. Over 1,000 Chromebooks were deployed from school buildings to support instruction. Students, families, staff and administrators have all gained significant knowledge and skill regarding virtual learning.

The primary purpose of grading is to keep parents and students fully informed of a student's progress and to provide a continuous and accurate record of each student's achievement for use in instruction.

This document summarizes the PK-12 grading protocols applied from March 16 through June 15, 2020. For the Distance Learning period, the district is integrating recommendations from the Connecticut State Department of Education's Guidance for *Grade/Pass/Incomplete* scoring applied to student grades during this time.

Students respond more positively to the opportunity for success than to the threat of failure. The district seeks, through standards-aligned instructional objectives and programing, to make achievement both recognizable and possible for students. Achievement will be emphasized in the process of evaluating student performance.

Evaluation of student progress is a primary responsibility of the teacher. Student achievement is a common goal of both school and home. A close working relationship between home and school is essential to accomplish this goal. Regular communication with families, through a variety of means, about the academic progress of students is a basic component of this working relationship. It is the responsibility of the school and individual staff members to keep families well informed.

Report cards, combined with parent-teacher conferences, and other communication methods help promote a process of continuous evaluation and feedback regarding student performance.

During our Distance Learning period, student evaluation seeks first to do no harm. Each learner is unique, and the individual circumstances within each home setting will be different from the classroom setting. School leaders and teachers will provide students with rigorous learning experiences through actively engaging them in their learning. Through regular communication with students and families our aim is to nurture a culture of learning that effectively contributes to the physical, mental, and emotional well-being of students.



Academic evidence compiled and shared with families in March will be an important source of all promotion decisions. Individual students who have not engaged with lessons or instruction during the Distance Learning period and whose families have not been accessible will be subject to further assessment and individual planning upon their return to school. Families are encouraged to discuss concerns with their child's school principal.

During the Distance Learning period, Bloomfield Public Schools will enact the following general grading principles:

### **Wintonbury Early Childhood Magnet School**

**Pre-Kindergarten:** Teachers will employ remote observation and engagement techniques to confirm student skills where possible, inform final promotion decisions and communicate skill levels using student report cards. Ongoing and since the start of the Distance Learning Plan, teachers are in touch with families to review student accomplishments and make adjustments to individualize and benefit student learning.

### **Laurel Elementary School**

**Kindergarten – Grade 2:** Teachers will employ remote observation, instruction and engagement techniques to provide students with standards-based learning opportunities. Teachers are providing students with feedback about lesson performance. They plan to conduct virtual 1:1 and online assessments with grade-appropriate measures to determine students' end-of-year goals. Student report cards with standard aligned scales will be available in PowerSchool at the end of the school year. The report cards will communicate academic strengths and growth needs.

Students who demonstrate little evidence of learning during the distance learning period will be recommended for support during the summer academic program. The school principal and appropriate staff member will notify families by Friday, May 22, 2020 if their child is in danger of retention due to year long difficulties with academics.

### **Metacomet Elementary School**

**Grades 3 – 4:** Teachers will employ remote instruction, observation and engagement techniques to involve students in standards-based learning. Teachers will conduct virtual online assessments and in some cases 1:1 assessment interviews using grade-appropriate measures to determine skill levels.

Report cards with final grades and skill-levels will be available in PowerSchool at the end of the school year. Families have been contacted directly by the school principal and appropriate staff member if their child is in danger of retention. Student report cards will communicate standards-aligned academic strengths and growth needs.

### **Carmen Arace Intermediate School**

**Grades 5 – 6:** Teachers will employ remote instruction and engagement techniques to involve students in standards-based learning. Teachers will conduct virtual online assessments and in



some cases 1:1 assessment interviews using course- and grade-appropriate measures to determine student skill levels.

Assignment grades are available in PowerSchool to students and their families.

Report cards with final grades and skill-levels will be available in PowerSchool at the end of the school year.

Inadequate evidence of learning during the Distance Learning period will result in a report card grade of 'Incomplete' for a class or classes. Students with report card grades of 'Incomplete' are recommended for support during the summer academic program and may be considered for retention. The school principal and appropriate staff member will reach out to families by Friday, May 22, 2020 if their child is in danger of retention.

### **Carmen Arace Middle School**

**Grades 7 – 8:** Teachers will employ remote instruction and engagement techniques to involve students in standards-based learning. Teachers will conduct virtual online assessments and in some cases 1:1 assessment interviews using course-appropriate measures to determine student skill levels.

Grades for assignments are available in PowerSchool at all times to students and their families.

Report cards with final grades and skill-levels will be available in PowerSchool at the end of the school year.

Families will be contacted directly by the school principal and appropriate staff member by May 22, 2020 if their child is in danger of retention. Student report cards will communicate standards-aligned academic strengths and growth needs.

Insufficient evidence of student engagement and completed work submission during the Distance Learning period will result in a report card grade of 'Incomplete' for a class or classes.

Seventh grade students with report card grades of 'Incomplete' are recommended for support during the summer academic program. Eighth grade students rising to ninth grade at Bloomfield High School must attend the 2020 Bloomfield High School Summer Academy.

### **Global Experience Magnet School**

**Grades 6-8:** Teachers will employ remote instruction and engagement techniques to confirm the level of standards-based student skills. Teachers will conduct virtual online assessments and in some cases 1:1 assessment interviews using course-appropriate measures to determine student skill levels.

Grades for assignments are available in PowerSchool at all times to students and families.

Report cards with final grades and skill-levels will be available in PowerSchool at the end of the school year.



Families will be contacted directly by the school principal and appropriate staff member by May 22, 2020 if their child is in danger of course failure or retention. Student report cards will communicate standards-aligned academic strength and growth needs.

Insufficient evidence of learning during the distance learning period will result in a report card grade of 'Incomplete' for a class or classes. Students with report card grades of 'Incomplete' are recommended for support during the summer academic program.

**Grades 9-12:** Teachers will employ remote instruction and engagement techniques to confirm the level of course-based student skills. Teachers will conduct virtual online assessments and in some cases 1:1 assessment interviews using course-appropriate measures to determine student skill levels.

Grades for assignments are available in PowerSchool at all times to students and families, and progress reports were issued on May 4, 2020.

Report cards with final grades and skill-levels will be available in PowerSchool at the end of the school year.

Families will be contacted directly by the school principal and appropriate staff member by May 22, 2020 if their child is in danger of course failure or retention. Student report cards will communicate standards-aligned academic strength and growth needs.

Insufficient evidence of learning during the distance learning period will result in a report card grade of 'Incomplete' for a class or classes.

### **Bloomfield High School**

**Grades 9-12:** Teachers will employ remote instruction and engagement techniques to confirm the level of course-based student skills according to a rubric designed specifically for the distance learning period. Teachers will assess student assignments, conduct virtual online assessments and in some cases 1:1 assessment interviews using course-appropriate measures to determine student skill levels.

Grades for assignments are available in PowerSchool at all times to students and their families. Report cards with final grades and skill-levels will be available in PowerSchool at the end of the school year.

Families will be contacted directly by the school counselor during the week of May 22, 2020 if their child is in danger of course failure or grade retention. Student report cards will communicate standards-aligned academic strengths and growth needs according to the rubric established for distance learning.

Insufficient evidence of learning during the distance learning period will result in a report card grade of 'Incomplete' for a class or classes. Students with report card grades of 'Incomplete' must complete coursework during the 2020 Bloomfield High School Summer Academy.