Grading and Reporting: Practical Strategies from the Field During Remote Learning

Purpose

The following communication offers practical strategies from Vermont supervisory unions/districts (SUs/SDs) on revising grading and reporting policies for students during school closure, and as they prepare for a strong start to the 2020-2021 school year.

Introduction

In planning for Continuity of Learning, SUs/SDs throughout Vermont have had to adjust their grading and reporting strategies to align to the remote learning environment. Policies and procedures are taking into account student access, availability and resources in the current environment; a "learning curve" for staff, educators and students around technology and remote processes; and newly-aligned proficiencies, among others. But above all, grading and reporting policy and practice shifts during this time are focusing on capturing essential student learning outcomes.

Grading and Reporting Strategies for Continuity of Learning

A review of Continuity of Learning Plans around the state identified implementation of the following grading and reporting strategies to support equitable outcomes that hold students harmless follows.

Pass/Incomplete
Students may have not had the opportunity to provide a sufficient body of evidence of learning for the second semester courses. Teachers may not be able to provide accurate scores for learning targets in second semester courses at this time, so students will receive one of the following scores on their transcript: Incomplete, Pass or Pass with Distinction. *-Excerpted from Champlain Valley School District*

Allow for Reassessment and Relearning/3, 4, or Not Yet
All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work. *-Excerpted from Windham Southwest Supervisory Union*

Proficiency levels/ grades should be temporary. They are markers rather than a permanent label that can be updated at a later time... *-Excerpted from Southwest Vermont Supervisory Union*

Encourage Student Reflection and Self-Assessment
When assessing student work, it is important to note the priority is to assess in a manner that supports motivation and participation in remote learning. Maintain open communication with students, including receiving and responding to their feedback. a.) Make sure all feedback affirms growth and acknowledges difficult circumstances; b.) Ask students what format and type of feedback is helpful to them; c.) Place student reflection and self-assessment at the center

of feedback. *-Excerpted from Franklin Northeast Supervisory Union*

Provide Written Narrative Feedback

All assessment will be delivered as high-quality feedback to students around the learning activities they've chosen or designed to demonstrate their understanding of the learning target. *-Excerpted from Grand Isle Supervisory Union*

Assess Learning, Not Doing

Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff. Assess only the critical indicators needed for your content area. *-Excerpted from Windham Southwest Supervisory Union*

Assess to Inform Future Needs

Feedback will be given as a means to report progress but will not be evaluative. Recorded progress will be used to inform potential summer programs and to prepare for programming in the fall. *-Excerpted from Windham Central Supervisory Union*

Technical Considerations: Student Management Systems (SMS) and Learning Management Systems (LMS) Considerations

The Agency of Education recognizes that shifting the grading scale system in your districts and at your schools is not a simple task. It is strongly advised that you work closely with your information technology team to ensure that all student grading, past and present, is accurately reflected. Most management systems allow for different grade reporting terms to have different grade scale options. To change from an alpha-numeric system to a Pass/Fail system may require adjustments to the reporting terms, and adjustments to the weighting of those terms for the calculation of final grades. Districts are further encouraged to seek guidance from their SMS/LMS platform vendor or to contact other districts that utilize the same platform. Any changes made to grading/transcription practices should be reflected in School Profiles.

Contact

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