

## *Office of the Deputy Superintendent Memorandum*

**TO:** Teachers, EHPS Secondary Schools  
**FROM:** Anne Marie Mancini, Deputy Superintendent  
**RE:** DLP Phase III Accountability/Grading Plan  
**DATE:** April 17, 2020

Phase III of our Distance Learning Plan (DLP) begins on April 20<sup>th</sup>, 2020, and with that, we also mark the start of the 4<sup>th</sup> quarter. The following memo clarifies the expectations regarding the assessment of students throughout the remainder of the DLP.

### **Background/Context:**

On April 9th, the Connecticut State Department of Education issued “guidance” on grading practices for students. In this guidance, the CSDE proposed that either “schools adopt a locally guided Pass/Fail protocol for grading while providing continued educational opportunities,” or develop a local grading approach intended to promote equity and achievement.

Reviewing the impact of a Pass/Fail protocol raises the following concerns for our students, particularly those enrolled at the high school level:

- Other states have not yet made a recommendation on how students will be graded.
- While Connecticut’s colleges and universities have stated that they will accept Pass/Fail grades on student transcripts, it is unclear the impact that these will have on those out of state.
- The current situation has lent support to the growth of the test-optional admissions movement in some colleges and universities. In the first week of April, at least 30 institutions announced test-optional policies for students enrolling in the Class of 2021, with experts expecting this stay in place at most institutes of higher learning (*Education Drive*, April 9, 2020).
- Currently, a “P” is considered equivalent to that of a “D” by the NCAA.
- It is unclear what the impact Pass/Fail grades on a transcript will have on a scholarship application.
- Teachers will still need to grade/score work collected to determine if a student passes or fails.
- Implementation of a Pass/Fail system will exclude all of the work that students complete during some of Q3 and all of Q4. According to SDE’s recommendations, a student’s GPA would be calculated based upon their performance up to March 2020.

### **EHPS DLP III Accountability/Grading Plan:**

In recognition of the feedback provided by the EHPS leadership team, teachers, and students, EHPS Secondary Schools has elected to exercise the flexibility provided by the CSDE to adopt the following grading policy to assess our students:

- Teachers in each department and grade level (IDT) will work together to identify essential content (knowledge) and skills from the remaining units of study that will be taught and assessed through Phase III of the DLP.
- Each IDT will develop and assign the same number of common lessons, tasks and assignments to students through the DLP for each remaining unit of study. Each department should have approximately the same number of assignments/tasks.
- Students will be graded on each task/assignment based on two criteria: *Commitment to Learning* and *Content Proficiency* (“2C Rubric”). The 2C Rubric scoring rubric has been created to assist with the grading process. Using this rubric, students will receive TWO scores for every assignment. Both parts of the assignment will be worth the same (50%/50%) toward the overall grade. Please note that the 2C Rubric is intended to be used as a holistic guide to assess student performance. It is not the expectation that students will need to demonstrate all elements on every

assignment to receive a specific score in either category. In addition, recognizing that our students have varying access to technology, teachers should exercise generous professional judgment to support student success.

- A Pass/Fail option has been built into this plan as a safe-guard for any student who has been identified to have an extenuating circumstance by an Assistant Principal or Principal. A formal request may be brought forward to the Assistant Principal or Principal by the student’s school counselor or social worker.
- Each student’s GPA will be calculated based on the end of the first semester (January 2020).
- Final exams and end of year grades will be addressed pending further guidance from the CSDE.

**EHPS DISTANCE LEARNING PLAN (DLP) 2C Rubric**

	<b>Emerging ("D" = 65%)</b>	<b>Developing ("C" = 75%)</b>	<b>Proficient ("B" = 85%)</b>	<b>Advanced ("A" = 95%)</b>
<b>Commitment to Learning (Effort)</b>	<ul style="list-style-type: none"> <li>▪ Is hesitant to practice skills, even with encouragement</li> <li>▪ Is unable to complete tasks in a reasonable timeline</li> <li>▪ Does not incorporate teacher feedback in work submissions</li> <li>▪ Does not work through challenges and gives up easily</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shows a limited willingness to practice skills in order to get better at something</li> <li>▪ Completes tasks at a slower pace or alternate timeline</li> <li>▪ Incorporates some teacher feedback in work submissions</li> <li>▪ Attempts to work through challenges, but may easily give up</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understands how practice and effort helps them to improve their skills</li> <li>▪ Completes the majority of tasks on time</li> <li>▪ Accepts feedback and uses it to improve his/her work</li> <li>▪ Works through most challenges before asking for help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Actively works to improve skills</li> <li>▪ Completes all tasks on time</li> <li>▪ Actively seeks teacher feedback and incorporates it in work submissions</li> <li>▪ Independently works through the majority of challenges</li> </ul>
<b>Content Accuracy</b>	<ul style="list-style-type: none"> <li>▪ Is resistant to participating in online class discussions and/or is inappropriate in interactions with others</li> <li>▪ Is unable or unwilling to ask questions directly to the teacher, in online “chats” or “streams” or through other electronic platforms</li> <li>▪ Offers little or no explanation of thinking OR provides limited evidence and relies largely on opinion</li> <li>▪ Provides little evidence to justify his/her decisions</li> <li>▪ Is unable to make connections between content and/or ideas</li> <li>▪ Submits work that is inaccurate, incomplete or overly general; demonstrates a little to no understanding of the content</li> </ul>	<ul style="list-style-type: none"> <li>▪ May participate in a limited way in online class discussions; interactions with peers are appropriate</li> <li>▪ Occasionally asks some questions using one of the electronic platforms</li> <li>▪ May explain thinking in a simplistic, inaccurate or repetitive manner</li> <li>▪ Provides general evidence to justify his/her decisions</li> <li>▪ Makes very few connections between content and/or ideas</li> <li>▪ Submits work that is sometimes inaccurate and/or incomplete; demonstrates some level of understanding of the content</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participates in online class discussions; interactions with peers are appropriate</li> <li>▪ Asks thoughtful questions to the teacher and/or his/her peers</li> <li>▪ Explains thinking using his/her own words</li> <li>▪ Is able to justify his/her decisions with some evidence</li> <li>▪ Makes connections between content and/or ideas</li> <li>▪ Submits work that is accurate and reasonably complete, demonstrates an understanding of content</li> </ul>	<ul style="list-style-type: none"> <li>▪ Actively participates in online class discussions; interactions with peers are appropriate</li> <li>▪ Asks thoughtful questions to the teacher and/or his/her peers and actively seeks out solutions</li> <li>▪ Explains thinking and thoughtfully incorporates the feedback from teachers and/or peers</li> <li>▪ Is able to justify his/her decisions with specific and relevant evidence</li> <li>▪ Extends connections between content areas and/or previously learned material</li> <li>▪ Submits work that is accurate and comprehensive and provides a deep understanding of the content and/or a new insight into the topic</li> </ul>

**\*\* For students who fail to complete and submit any work, a grade of F will be assigned as 50% in PowerSchool. These students should FIRST be referred to the Student Support Team (e.g. Social Worker, School Counselor and/or Asst. Principal/Principal).**

- cc: Nathan D. Quesnel, Superintendent  
 EHPS Secondary School Principals  
 EHPS Assistant Principals  
 Department Supervisors, EHPS Secondary Schools  
 EHPS K-12 Supervisors  
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