

**Office of the Assistant Superintendent
Memorandum**

TO: Principals, EHPS Elementary Schools
FROM: Elsie Torres, Assistant Superintendent
RE: Grades for Students, Final Term
DATE: April 28, 2020

Phase III of our Distance Learning Plan (DLP) began on April 20th, 2020, and we have entered into our final term. 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 raised the following concerns for our elementary students:
 1. Other states have not yet made a recommendation on how students will be graded.
 2. Teachers will still need to grade/score work collected to determine if a student passes or fails.
 3. Pass/Fail may discourage some of our upper elementary students who have struggled in traditional classrooms.

EHPS DLP Accountability/Grading Plan:

In recognition of the concerns outlined above regarding assessments, elementary schools will exercise the flexibility provided by the CSDE to adopt the following grading policy:

- Teachers in each grade level (IDT) meetings 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. The content and skills will be based on the identified “power standards”.
- 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.
- Students will be graded on each task/assignment based on two criteria: *Commitment to Learning* and *Content Proficiency*. A scoring rubric has been created to assist with the grading process. Please note that the Rubric is intended to be used as a holistic guide to categorize 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.
- Any student who has been identified to have an extenuating circumstance by a teacher or school personnel should be brought forward to the Principal, Social Worker, School Psychologist, and any other relevant staff that services the child.

- In alignment with EHPS K-12 assessment opportunities, the following effort and content rubric will be used to measure student growth for the final elementary report card. These ratings were developed to encompass components of standards based report card power standards, EHPS teaching learning accountability rubric, best practices around the DLP, and accountability.

EHPS DISTANCE LEARNING PLAN (DLP) Rubric:

	Beginning ("1"= 65%)	Progressing ("2"= 75%)	Meeting ("3"= 85%)	Exceeding ("4"= 95%)
Commitment to Learning (Effort)	<ul style="list-style-type: none"> • Is hesitant to practice skills, even with encouragement • Is unable to complete tasks in a reasonable timeline • Does not incorporate teacher feedback in work submissions • Does not work through challenges and gives up easily 	<ul style="list-style-type: none"> • Shows a limited willingness to practice skills in order to get better at something • Completes tasks at a slower pace or alternate timeline • Incorporates some teacher feedback in work submissions • Attempts to work through challenges, but may easily give up 	<ul style="list-style-type: none"> • Understands how practice and effort helps them to improve their skills • Completes the majority of tasks on time • Accepts feedback and uses it to improve his/her work • Works through most challenges before asking for help 	<ul style="list-style-type: none"> • Actively works to improve skills • Completes all tasks on time • Actively seeks teacher feedback and incorporates it in work submissions • Independently works through the majority of challenges
Content Accuracy	<ul style="list-style-type: none"> • Offers little or no explanation of thinking OR provides limited evidence and relies on largely on opinion • Provides little evidence to justify his/her decisions • Is unable to make connections between content and/or ideas • Submits work that is inaccurate, incomplete or overly general; demonstrates a little to no understanding of the content 	<ul style="list-style-type: none"> • May explain thinking in a simplistic, inaccurate or repetitive manner • Provides general evidence to justify his/her decisions • Makes very few connections between content and/or ideas • Submits work that is sometimes inaccurate and/or incomplete; demonstrates some level of understanding of the content 	<ul style="list-style-type: none"> • Explains thinking using his/her own words • Is able to justify his/her decisions with some evidence • Makes connections between content and/or ideas • Submits work that is accurate and reasonably complete, demonstrates an understanding of content 	<ul style="list-style-type: none"> • Explains thinking and thoughtfully incorporates the feedback from teachers and/or peers • Is able to justify his/her decisions with specific and relevant evidence • Extends connections between content areas and/or previously learned material • Submits work that is accurate and comprehensive and provides a deep understanding of the content and/or a new insight into the topic

cc: Nathan D. Quesnel, Superintendent
 Anne Marie Mancini, Deputy Superintendent
 Dr. Sharon Bremner, Director of Pupil Personnel Services
 Roberta Pratt, Chief Information Officer