

Distance Learning Grade/Credit Model Comparison

Question: Which grading model will be most supportive of students, student learning, and be equitable for all students?

Guiding Principles:

- According to the California Department of Education, while delivering distance learning, grades are to be used to inform instruction and shall not be punitive.
- RJUHSD agrees with the ‘do no harm’ motto for student - for academic and social-emotional wellbeing
- We will be as flexible as possible in every way possible (reduce content, adapt deadlines, accept late work, etc),
- District PLTs/PLCs establish common learning expectations for credits/grades, with teacher flexibility in how to make it work for their kids.
- Open up grading for a more holistic look at possible manners to demonstrate learning.
- Continue to teach, motivate, inspire, and help our students.
- RJUHSD Administration/School Board have final approval of system we put into place

Components	Model 1 - Letter Grades	Model 2 - Credit/ No Credit	Model 3 - Hold Harmless Same grade as Term 1 or higher for Term 2
Term 1 (Jan - March)	A-F with different scales for courses and teachers	A-F with different scales for courses and teachers	A-F with different scales for courses and teachers
Term 2 (Mar - May)	4 (A) = 100% to 86% 3 (B) = 85% to 70% 2 (C) = 69% to 50% 1 (NM) = 49% (No Mark)	Credit = minimally proficient; proficient; distinguished (e.g., A-D) No Credit =not proficient (eg. F) No Mark* - <i>*NM grades could be made up throughout the first semester 20-21 school year;utilize unit/credit recovery.</i>	Same grading scale as term 1, but students’ grades can only stay the same or increase. (How to grade new work?) “No Mark” is still an option
Impact on GPA Check w/ Keith and Anayat for Aeries: Initial email from them: <i>Giving a student an NM will not affect the student's GPA in Aeries, but it will translate to an F in CALPADS. Other possible non-standard</i>	A-C grades will impact GPA, depending upon which courses students receive letter grades vs “No Mark.” No GPA Calculations for	No data from Term 2 will be used to calculate GPA. -credit only for all marks. -no impact on GPA	Yes will impact as it does normally with GPA calculations

<p>marks would be P for Pass F for Fail which counts in the student's GPA calculation and class attempt counts. CR will award credits to the student but will not affect the student's GPA in Aeries. NC will affect the student's GPA but does not award credits. NC and CR will translate to an F in CALPADS during EOY reporting as well.</p>	<p>No Mark</p> <p>No Mark scale - percent of work completed not worthy of assigning a grade ???</p>		
<p>Policy for late or missing assignments</p>	<p>Late work should be accepted until May 20th. Missing formative assessments will not hurt a student's grade. Teachers can resolve No Marks up to June 1st - after that date No Marks are resolved through Credit Recovery system through Dec. 2020</p>	<p>Late work should be accepted until May 20th. Missing formative assessments will not hurt a student's grade. Teachers can resolve No Marks up to June 1st - after that date No Marks are resolved through Credit Recovery system through Dec. 2020</p>	<p>Late work should be accepted until May 20th. Missing formative assessments will not hurt a student's grade. Teachers can resolve No Marks up to June 1st - after that date No Marks are resolved through Credit Recovery system through Dec. 2020</p>
<p>Impact of grades for college admission From UC: "A-G courses completed in spring 2020 with Pass (P) or Credit (CR) grades will satisfy appropriate A-G requirements." From NCAA: "the Eligibility Center will not require a separate review of distance or e-learning programs utilized by schools with NCAA-approved core courses that have moved to distance or e-learning environments for Spring/Summer 2020 terms due to school closures related to the COVID-19 situation." From WUE/WICHE</p>	<p>Impact of modifying letter grades is unknown at this time</p>	<p>A grade of credit does not affect GPA</p> <p>All UC/CSU and many private universities have made it clear that Credit/No Credit grading is acceptable and a grade of Credit meets eligibility requirements</p>	<p>If students meet minimum requirements to earn the same grade in Q4 as in Q3, their GPA is not going to be adversely affected</p>
<p>Choices for students who want to exit a class (seniors) Seniors need counselor approval before exiting a class.</p>	<p>Seniors that "withdrew" could have a missing grade on their transcript</p>	<p>Seniors would not receive credit for Term 2 for courses in which they withdraw from.</p>	<p>Seniors would receive credit for Term 2 if Term 1 grade was D or higher</p>

Criteria			
<p>How does the model ensure that we hold harmless for their spring grades and the transition to distance learning(CDE)? <i>From CDE Guidance “...should seek to support students in preserving the progress they made prior to school closures and enabling them to demonstrate further learning in ways that are appropriate to their context”</i></p>	<p>No, some students will have reduced grades and may lose credits in this model</p>	<p>Yes, aligned with CDE guidelines. Students may still lose credits if they don't meet expectations. See above.</p>	<p>Yes, aligned with CDE guidelines. Students may still lose credits if they don't meet expectations. See above.</p>
<p>How does the model account for EQUITY - EL, homeless, and students w/ limited internet access and/or students or family members who are ill?</p> <p><i>We recognize that all models have equity challenges and opportunity gaps. All three models would allow students to have multiple opportunities to demonstrate proficiency.</i></p>	<p>Lowering the grade scale allows more students to find success, but would likely magnify equity gaps in ability to attain certain grades</p> <p>Has more equity challenges</p>	<p>Allows students to earn credit without distinguishing grades</p> <p>Has some equity challenges</p>	<p>Provides students an opportunity to improve without penalty.</p> <p>Has least equity challenges</p>
<p>How does the model account for student social, emotional, and mental wellness?</p>	<p>While the grading scale has expanded, grades still have the potential to increase stress for students while learning as they pursue grade</p>	<p>Could alleviate student and family stress by removing letter grades and focus on credit attainment and learning.</p>	<p>Could alleviate student and family stress. Safety net of Term 1 grades allows kids to focus on learning and not grade.</p>
<p>How does the model account for staff social, emotional, and mental wellness?</p>	<p>Continued grading could increase staff stress, especially with limited data to distinguish letter grades</p>	<p>Could alleviate staff stress to not distinguish letter grades Focus on learning and not grade or amount of curriculum covered</p>	<p>Continued grading could increase staff stress, especially with limited data to distinguish letter grades</p>
<p>What other school districts are using this model?</p>	<p>El Dorado UHSD (family choice to take option 2) Elk Grove</p>	<p>San Mateo UHSD Palo Alto USD Napa Valley USD</p>	<p>Rocklin HS Sac City USD Escondido Union</p>

		Acalanes UHSD San Ramon Valley Davis (will publish next week) Out of state: Verona NJ Lincoln NE	San Diego Unified (see FAQ) Twin Rivers (enrichment, engagement and review, no summatives) Western Placer (See COVID-19 Daily Update) Natomas Unified (see #5) Out of State: Clinton HS, MO
<p>What is the positive rationale for each model?</p> <p>Why not allow all 3 grading options?</p>	<p>Why letter grades? A letter grade may increase investment in schoolwork, acknowledges outstanding achievement, and rewards student effort</p>	<p>Why credit and not grades? By removing distinctions between A-B-C-NM students can focus on required learning in each class without worry of impact on GPA.</p> <p>Additionally, not all students have equal access to resources/support to earn high letter grades</p> <p>It may look negative to colleges if a student chose credit/no credit when receiving a grade was an option. Because of this, many students may feel forced to choose the grading option, even if the current situation presents an undue hardship on them.</p>	<p>Why carry over term 1 grades as a minimum for term 2? This practice will serve as a less stressful 'safety net' of sorts and not hold students accountable for inability to fully engage in distance learning.</p> <p>It would also allow students who struggled in Term 1 to improve their grade in Term 2.</p>
<p>What are the potential negative implications of each model?</p>	<p>Increased pressure on students to perform during these challenging times</p>	<p>Concerns about student motivation</p>	<p>Concerns about student motivation</p>

Timeline & Next Steps:

Wednesday, April 8th afternoon: DLP Conversation Cafe

Thursday, April 9th morning: DLP Conversation Cafe

Thursday, April 9th @ noon: survey goes out (joint effort between district & RSEA)

Sunday, April 12th @ 5 survey closes

Monday, April 13 - Voluntary District-Wide PLC meeting - input on grading/credit plan - facilitated by Ed Services.

Friday, April 17th: District-wide PLT meetings finalize course expectations for grade/credit

Starting week of April 20 through end of May

- Monday-Thursday: Teachers Deliver Instruction 4-days a week
- Friday: Teachers participate in PLC planning; give feedback & grade work; attend staff meetings; and participate in training sessions

Other Considerations:

- TA/TI: With counselor approval, seniors can drop from TA/TI if no credit is not needed. What about juniors? This will allow seniors to also focus on required grad requirements.
- Progress Report Grade Check: @May 4th or in alignment with our current progress report cycle
- PFC Waiver for seniors
- Lack of safeguards with students doing their own work/integrity.
- College List: <https://www.diigo.com/profile/lauragibbs?query=%23PNP>
- Have to note the grading scale shift on “school profile”.