A Webinar for WEA Members

Student Learning & Grading

Guidance from OSPI, April 2020

Welcome WEA Members

WEA members can earn free clock hours.

For clock hours complete the survey you receive after the webinar.

For clock hour questions email smcnair@washingtonea.org
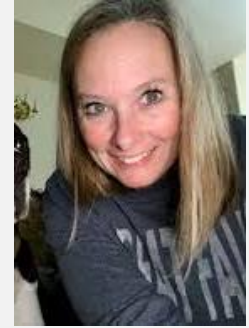
TONIGHT'S
OSPI PRESENTER

MICHAELA MILLER,
DEPUTY SUPERINTENDENT

Maribell Vilchez, Lydia Hawk Elementary

Shelly Milne, Cashmere Middle School

Rita Peterson, Stanwood High School

Amy Campbell, Helen Baller Elementary

Glenn Jenkins, Dick Scobee Elementary
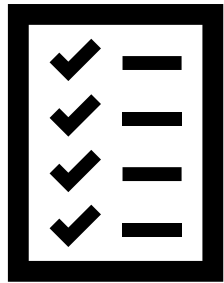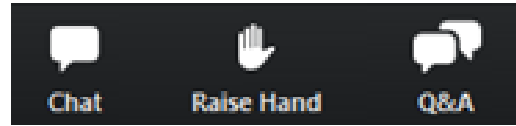
TODAY'S WEA PRESENTERS

Kurt Hatch, Associate Director

TODAY'S AWSP PRESENTERS

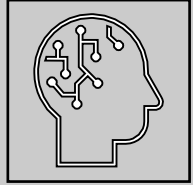Scott Friedman Associate Director

Chat

Raise Hand

Q&A
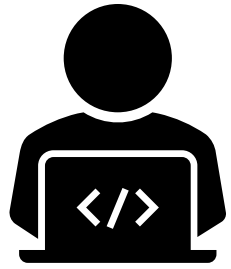
About tonight:

Grace.
Goodwill.
Patience.
Understanding.
Empathy.
Love.
Validation.

These are the things we all need to be focused on right now.
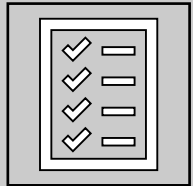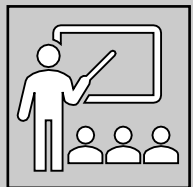
Poll #1:

District Adopted Grading Systems

Please take a moment to share what you know about the grading systems your District has adopted.

What is "Fair"

Teaching and learning under COVID-19 has created challenges for educators, grappling with equitably instituting grading policies and practices. It is our belief that as we institute grading guidance provided by OSPI we must also focus our energies toward empathy, grace and understanding for our students and their families.

WEA

AWSP

We can confidently say our membership is 100% committed to doing right for kids, and in this case, that means ensuring whatever comes from guidance and/or policy, we should all err on not harming kids with grades. Period. Adults need to **let go of their conventional thinking** and experience and truly recognize the unprecedented times we (that means all of us) now find ourselves in as we make decisions impacting kids."

COVID-19: Current Student Realities

OSPI

As the learning continues, K–12 system leaders, educators, parents/guardians, and students have asked OSPI to provide more detailed guidance related to student grading policies—most specifically for high school level, credit-bearing courses. An examination of grading practices uncovers deeply held, **decades old debates** around what constitutes student learning.

Keeping Equity Explicit

"Policies, practices and decisions impact students. They can lessen, ignore or worsen disparities."

"School leaders must now ensure their system's purpose is to develop talent rather than merely sort it."

Washington Office of Superintendent of **PUBLIC INSTRUCTION**

The Right People at the Right Time

Stakeholders of practitioners and education leaders will lend their expertise to help shape OSPI's continuous learning resources for districts.

Stakeholders of practitioners & education leaders

Lend Expertise

Help shape OSPI's Continuous Learning Resources

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Stakeholder Names

- Beth McGibbon
- Charlie Sittingbull
- Gina Yonts
- Glenn Jenkins
- Jennifer Priddy
- Joshua Boe
- Kimberly Fry
- Kurt Hatch

- Lisa Cadero-Smith
- Maribel Vilchez
- Michelle Whitney
- Becky Smith-Conklin
- Rita Peterson
- Sara Ketelsen
- Scott Friedman
- Scott Mauk

- Shelly Milne
- Tamara Whitcomb
- Tammy Campbell
- Wade Smith
- Annie Wolfley
- Amy Campbell

Washington Office of Superintendent of
PUBLIC INSTRUCTION
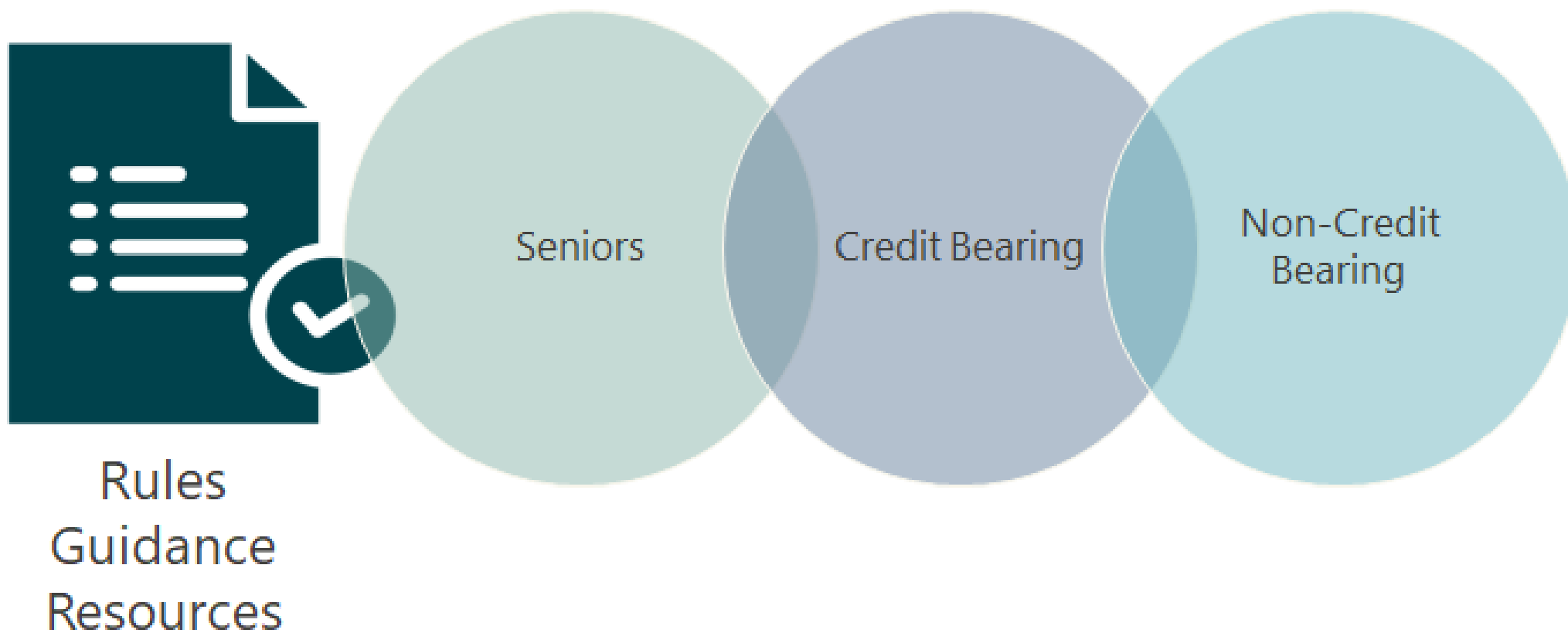
Required by Emergency Rule	Local Flexibility
Districts must identify essential standards, skills, and knowledge for success in the next course content or grade level.	Districts determine which essential standards are needed for the next grade level or course and the process through which those standards are identified
Must use a locally determined letter grade or numerical standards-based (1–4) grading system which will not include "F"	Districts may determine the letter grades or numerical decision (e.g., A, B, C, Incomplete; or A, B, Incomplete; or 4, 3, 2, Incomplete, etc.)
Must provide feedback from teachers for students to improve their proficiency and grades	Identify Incomplete or Not Proficient to determine whether a student needs more support before moving to the next grade level or course
Implement Individualized Education Program (IEP) and 504 accommodations	Determine how spring 2020 student learning and grading will impact grade level and course placement for the upcoming 2020–21 school year.
Must not award a letter grade that is less than the grade as of March 17	Districts determine how non-credit-bearing K–8 courses will be graded

Graduating Seniors

✓ New graduation requirement (HB 1599)

✓ Align with High School and Beyond Plans

✓ Prioritize seniors who need support

✓ Work with counselors

OSPI's Class of 2020 Graduation Pathways Toolkit—for information or technical assistance:
graduation.pathways@k12.wa.us

GRADUATION PATHWAYS TOOLKIT

CLASS OF 2020

February 2020

K-8	9-12/MS Credit Bearing*
Demonstrate effort and success in learning standards and progress to next grade*	Students will get an opportunity to improve their March 17 grade
Determine elementary and middle school grading practices--No "F's"	No grades of "pass," "fail," or "no credit"
All will engage in continuous learning of essential standards	"Incomplete" paired with opportunities to reengage in the essential standards*

*based on local school district decisions in consultation with the student/parents/guardians

Committed to students'
Knowledge of Content

OSPI thanks you.

We want to learn more about the selection of learning standards in your district.

Poll #2:

Selecting Learning Standards

- Let's talk first about the process for selecting those standards

- Next, we want to know about how things are going with teaching and learning now that standards have been narrowed

Learning Standards

Narrowing the Focus

Why narrow the focus? What are the **2-3** power standards that my students need to be successful next year? **Be Intentional.**

How do I assess those power standards? How do we give students multiple ways to show they have met the standards? **Be Flexible.**
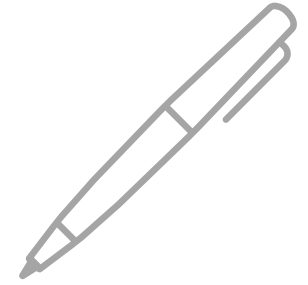
What about all the standards I don't teach? **Be Thoughtful.**

Assessing Student Learning Standards

How do we provide multiple opportunities to demonstrate understanding?

What platforms, student packets and media will students utilize?

In what ways will teachers assess student learning? Will it include multiple metrics and formative opportunities?

How will we incorporate student choice and voice in how to demonstrate their learning?

Communicating about Student Learning Standards

- How will teachers provide instruction and guidance for students to make progress in the identified standards?

- How will teachers communicate assignments, expectations, due dates and collection of work to students and families?

- How will teachers get feedback about continuous learning from students and parents ?

What is an Incomplete?

An 'Incomplete' cannot affect a student's GPA and a subsequent attempt and grade of a course will replace that 'I'.

A teacher was not able to determine proficiency of learning standards for the course.

To assign an 'Incomplete' a teacher must identify specific standard(s) the student wasn't able to meet and steps to demonstrate meeting the standard.

Students assigned an 'Incomplete' can reengage in the learning standards based on local school district decisions.

Before Assigning an Incomplete

The decision to assign an incomplete is serious/complex and involves a lot of thought.

Who will develop and communicate your plan around incompletes and the assigning of them?

Will parents/students be a part of the decision to assign an incomplete?

Have the standards not met been identified? Has a plan for completion been created?

Some students will not/cannot engage. It will be up to a teacher and administrator to determine if student receives 'Incomplete' (I) or grade they had on March 17.

# What happens when an Incomplete is assigned?

Local school district decision in consultation with the student/parents/guardians

Examples of reengaging the learning standards

- Summer school
- Courses in the following term or year
- Independent study
- Competency-based courses
- Online courses
- Backfilling the incomplete grade with the letter grade obtained in the next course taken in that subject area

What must be in place to support students assigned an Incomplete?

- District Infrastructure and Budget
- Individual Student Learning Plans
- Staffing to support students
- 2020-21 school schedule that provides students time, resources and support
- District communication plan for students, families and staff
- Appeals process for students and their families to contest an assigned Incomplete
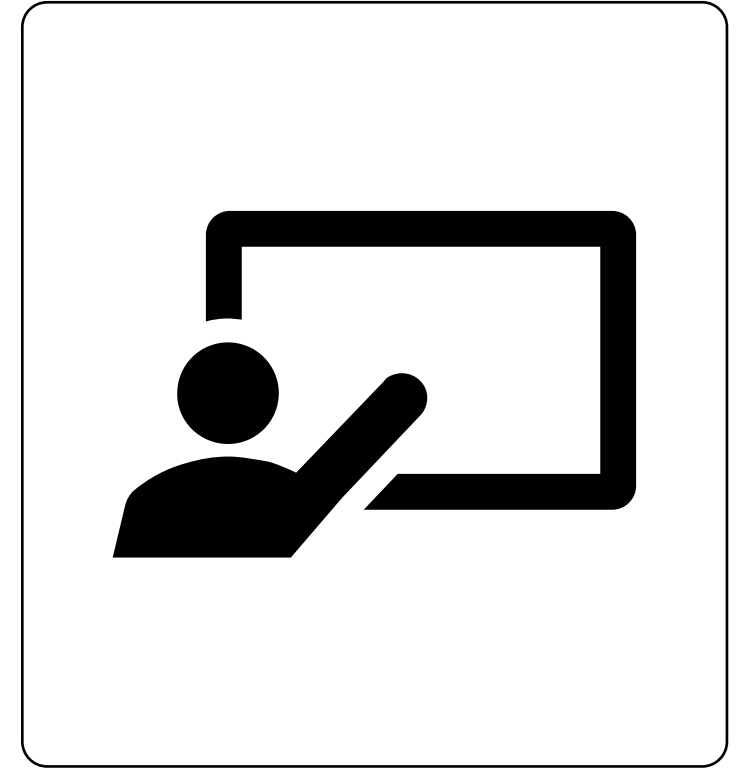
Examples of Grading Approaches

Example #1

Teachers will use the grade at the time of the school facility closure (March 17) and give students a specific time-bound period (i.e., 2–3 weeks) to make up any previous missing work from the beginning of the grading period (beginning of semester or trimester).

Teachers will plan their remaining instruction and provide all students with the option to maintain their grade at that level or increase it with additional coursework. This provides a "do no harm" approach to learning for the remainder of the year.

Districts will establish a date after which no work can be considered in improving a grade.

For example:

- K–8 and 9–11 grade students have until June 11 to submit work to improve grade.

- High school seniors can submit completed work with the intent to increase a grade up to June 3.

- Districts may choose to determine senior awards based on 1st semester cumulative GPA.

Example #2 ✏️

Grade carry forward: The student's 3rd quarter secondary grade or 2nd trimester elementary grade will carry forward to the final grading period. For example, if a student had a "B" grade for 3rd quarter, the 4th quarter grade will also be a "B." Students will continue to be introduced to new learning around essential skills and knowledge for the remainder of the year in order to maintain their "carry forward" grade.

Grade improvement: The student may choose to complete work to improve their final grade. Students choosing to complete work to improve their grade should contact their teacher(s). Teachers will determine work to assign and, upon completion, assess whether the student completed the work at a satisfactory level to improve the final grade. Teachers are not required to assign individual letter grades for each individual assignment but will provide feedback for grade improvement purposes.

Example #3 (trained in standards-based grading)

- **Previously taught standards:** Students and teachers identify previously taught (prior to March 17 closure) skills for proficiency. These skills graded and reflected in the report card. Option to maintain their grade or increase it with additional coursework. This provides a "do no harm" approach.

- **New learning:** Students introduced to new learning and self-assessing that demonstrates progression of learning. This is for practice only and will not be graded or count toward the final grade. Teachers provide feedback as appropriate.

- **Final grades/credits:** Report cards provided to families based on partial standards and up to a point in time (up to March 17). Credit awarded based on final grades. Report card communicates, at a certain point in time, student progress. Student progress includes achievement of academic standards and behaviors that promote learning. When communicating grades, these two factors should be separated.

Looking Ahead, Let's Think About:
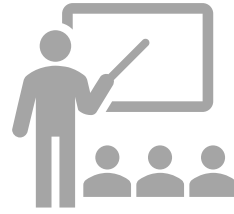
How do we assess where students are at, social-emotionally and academically?

How do we support and prioritize social-emotional and behavior needs and skills?

How do we re-teach missing skills?

How do we support students that have more needs?

Q & A

Resources

- OPSI Student Learning and Grading Guidance: https://www.k12.wa.us/sites/default/files/public/communications/OSPI%20Student%20Learning%20and%20Grading%20Guidance_4-21-2020.pdf

- WEA Graduation Rules Webinar: https://www.washingtonea.org/covid-19/

- Chris Reykdal on Grading Guidance: https://youtu.be/Op2-wokFU6A