

**Atlantic City Public Schools
Grading Guidelines
Remote Learning**

3rd Marking Period

- Due to the health-related closure, it is determined that the closing date for the 3rd Marking Period is March 16, 2020. In order to calculate the correct student grade for the 3rd Marking Period, please ensure that all assignments that were due on or before March 16th are recorded.
- Grades for the 3rd Marking Period are to use our regular grading nomenclature. There is no need for a grade of “I” (Incomplete) for the 3rd Marking Period. If a teacher has a question regarding a special circumstance, they are to consult their principal.

4th Marking Period

- In order to ensure that work is graded prior to the end of the school year, students will have until June 1st to submit work for the 4th Marking Period. This will provide the District the time needed to upload on –line work and review packet assignments for grading .
- If students do not submit their work by the June 1st deadline, they will receive an Incomplete (I) for the marking period. Students will have until June 11th (June 12th close of MP) to submit work so that the Incomplete (I) grade can be changed to the appropriate grade.
- After the June 11th submission deadline, student work will be graded and an appropriate grade will be issued for the 4th Marking Period.
 - Students who have not responded or have had limited response to submitting assignments by the June 11th submission deadline but had passing grades during the 1st, 2nd and 3rd (until March 16th) Marking Period should receive a grade no lower than a “D” for the 4th Marking Period and Final Grade.
 - Students who have not responded or have had limited response to submitting assignments by the June 11th submission deadline and did not have passing grades during the 1st, 2nd and 3rd (until March 16th) Marking Period may receive a grade of “F” for the 4th Marking Period and Final Grade. A grade of “F” should be given in consultation with the building principal.

Special Education

Students who are presenting an effort should not be failing. *A failing grade for a classified student should not be below 69%.* It is our job to question what accommodations and modifications we are implementing for the student to enable them to access the curriculum and be successful? This can include; but is not limited to, study guides provided prior to a test, chunking assessments into sections that can be given at different times, allowing the student to make corrections for ½ credit, reading the assignment or shortening the assignment. We are also able to look at the unit as a whole and determine key concepts; rather than all of the material, and assess on those concepts only.

Along with modifications, we must look at grading. Below are some grading adaptations, with cited professional literature, that can be utilized.

- *Prioritize content and related assignments* (Drucker & Hansen, 1982; Guskey & Bailey, 2001; Zobroski, 1981).
Example: If you believe that the three experiments in your science class will cover the most important content, then the student will spend more time and receive more support on these assignments, and these assignments will count more toward his or her grade.
- *Base part of grade on the processes that the student uses to complete work or the effort that the student puts forth* (Carpenter, 1985; Friedman & Truog, 1999; Frierson, 1975; Gersten, Vaughn, & Brengelman, 1996; Guskey & Bailey, 2001; Hendrickson & Gable, 1997; Horowitz, 1982; Munk & Bursuck, 2001a).
Example 1: Base part of the grade for an essay on how well the student completed the planning organizer and edited the first draft.
Example 2: Base 15 of the 100 points for a research paper on how proficiently the student used the editing functions in the word processing program, such as the spelling and grammar checker, thesaurus, and tools for making tables or graphics.
Example 3: Assign 10 of the 100 points for a math word problem worksheet to the number of problems that the student attempted, with a criterion of 10 problems completed to earn 10 points.
- *Incorporate progress on IEP objectives into the student's grade* (Cohen, 1983; Frierson, 1975).
Example: If one of the student's IEP objectives is to use a specific strategy to solve word problems 85 percent of the time, assign an A for a worksheet if the student uses the strategy to complete 17 of 20 problems (85 percent).
- *Incorporate improvement measures into the student's grade* (Bradley & Calvin, 1998; Frierson, 1975; Munk & Bursuck, 2001a; Slavin, 1980).
Example 1: Base 20 percent of the student's grade in social studies on the following objective: "Tom will improve his reading comprehension by summarizing and retelling what he has read after each paragraph or section of his textbook." Each time the teachers have Tom summarize and retell, they assign a score of 1 to 3 based on his accuracy. Then

these points are added up to compute 20 percent of his report card grade.

Example 2: Make an agreement that if Mary can raise her average quiz score from 60 percent to 75 percent, you will add 5 percent to allow her to earn a *B*.

Example 3: Give 5 bonus points for each correct paragraph that the student writes beyond the three paragraphs required as part of the modified assignment. For example, if the student earned 75 points on the assignment but wrote a fourth paragraph, add 5 points to raise the score to 80 points.

- ***Change scales or weights*** (Drucker & Hansen, 1982; Munk & Bursuck, 2001a).
Example 1: Change the grading scale so that a student must earn 90 out of 100 points to earn an A, rather than the 93 points indicated in the schoolwide grading policy.
Example 2: Change the weights assigned to tests and homework to reduce the penalty for a student who struggles with tests but performs well on homework. For example, reduce the weight of tests from 60 percent to 40 percent of the grade, and increase the weight of homework from 10 percent to 30 percent

Please Keep the Following In Mind

- Remote Learning has been a challenge for all involved.
- Not all students have had internet access.
- Some households may not have provided an environment conducive to learning.
- Our grading decisions were developed based upon discussions with our District Administrators and Administrators from other Districts in Atlantic County. For various reasons, we decided against a Pass/Fail rating.
- These are unprecedented conditions and we want to hold students responsible who were failing from the beginning of the year and made no effort during Remote Learning; as well as, help those students who were passing or excelling before Remote Learning but had some decline as we worked from home.
- Special circumstances regarding grading should be reported to the building Principal.
- A grade of “F” should be given in consultation with the building principal.