San Francisco Unified School District
Continuity of Learning: Discussion on Grading
For Discussion Today

- **Why Grading Matters - Feedback is a Key Component of Learning**
  - We recognize that grading has been on the forefront of the minds of students, families, and staff in this new content.
  - We approach this conversation with a lens of equity and access.
  - Teacher feedback on how students work and engagement helps students and families know about progress and helps teachers inform instruction and identify supports.
  - We recognize that this is happening in a broader context that calls on us to attend more explicitly to the health and wellness of our students and families, given the current context.

- **Setting Expectations for Grading**
  - Clear Direction from Board of Education around Grading
Culturally responsive-sustaining distance learning uses tools and situations fitted to the unique needs of particular young people. Thus, it will look different in different homes, with criss-crossing points of intersection and fleeting points of divergence. It begins with fostering conversations with students—about what remote education is; about the politics and reality of the moment we are facing; about resources that students can contribute to the experience; with the building of virtual communities and spaces for sharing ideas, feelings, understandings, and other valuable assets people gain from being members of communities. It plays with time and space, privileging a fluidity/flexibility that sequence synchronous and asynchronous activities in ways most responsive to the needs and capacities of students. It features educators and tools responsive to the lived realities that directly impact students’ ability to access remote learning, including WIFI access, device access, device sharing, device functionality, access to private space, access to quiet space, and considerations for additional home expectations especially caring for siblings or younger children. It is designed to meet students where they are. (adapted from NYU Steinhardt) - SFUSD Distance Learning Guidance
Access
Students have the technology (as appropriate), time and support they need to complete Learning Opportunities. This at minimum includes a working device and internet (or print based materials and books) support from a trusted adult, a physically and psychologically safe environment and minimal other family responsibilities (ie. child care). If students do not have access, we will not hold them accountable to Distance Learning. Student participation is based on their resources and circumstances. - SFUSD Distance Learning Guidance

- The current COVID-19 pandemic has resulted in additional stress to the lives of our students and their grades should not be negatively impacted
- SFUSD has engaged principals, instructional leads, Central-office staff, UESF and consulted with university officials around grading over the past three weeks, including recommendations received from UESF
  - Grading practices that are equitable and supportive
  - Issuing traditional letter grades will be challenging during this time. A Pass or Not Pass grade allows for the most flexibility for teachers and responsiveness to students during these unprecedented times
Guidance Thus far...Focus on Feedback

| Assessment/Feedback |  - Teachers provide written and/or oral feedback on student work to monitor and advance learning. |

Grading, Assessment, and Credits

Grading during distance learning is a developing subject. We are in the process of confirming grading guidance. We will update this section to support PK-12 educators as more decisions are made about assessment and grading. In the meantime, we encourage all educators to give feedback to students on their work to support their academic and social-emotional development. For the moment, there can be no direct or indirect penalty for a student not participating or completing work during the weeks of school closure. This means that work done prior to April 13th could be added on as ‘extra credit’ to bring up a student’s average. Work that was completed during school closure can be used to make up or fill in for prior missing assignments or for credit recovery. The guiding principle is that school closure should not widen an equity gap. When official decisions are made about grading, assessment and credits, we will link the guidance in this section of the document. - SFUSD Distance Learning Guidance
Crescendo Ed Group (Grading For Equity) 3 Principles:
- Stress related to COVID-19 will negatively impact student academic performance.
- Student academic performance during school closures is more likely to reflect racial, economic, and resource differences.
- Teachers are being asked to provide high-quality instruction remotely, for which most are inadequately prepared.

Four Core Priorities for Trauma-Informed Distance Learning
- Predictability - Flexibility - Connection - Empowerment

The UC Office of the President and the California Department of Education has released guidance that provides LEAs with a variety of options when assigning grades for the Winter, Spring, and Summer of 2020.
- Universities across the country have communicated that students will not be penalized for missing traditional standardized tests or for posting credit/no credit transcripts for this semester.
- CDE Provided FAQs on Grading and Graduation Requirements
Considerations for Discussion (TK - 5)

- The marking period ended on February 21, 2020, and gives teachers and staff an indicator of student performance as a baseline.
- Educators will use the grades in the first marking period of the second semester as a baseline for students to build upon for the remainder of the semester.
  - Any student who was not meeting minimum standards in the course up to that point should have the opportunity to fulfill the requirements remotely and receive a "Pass" for the course.
- No student will be issued a grade lower than the grade issued in the first marking period of the Spring Semester of 2020.
- For students in grade TK/PK through five students will receive feedback on their performance in the comments section of the report card (Elementary Report Card, Progress Report or other form).
Considerations for Discussion (6th - 12th)

- For students in grade six through eight students will receive a grade of an “A” or an “Incomplete” for the Spring Semester of 2020
  - Alternate: Students receive a Pass (instead of letter grade)
- For students in grade nine through twelve a grade of an “A” or “Incomplete” for the Spring Semester of 2020 and for quarter grades in Alternative Schools/County Schools
  - Alternate: Students receive a Pass (instead of letter grade)
- If a student is unable to meet the requirements for whatever reason, they should receive an “Incomplete” for the course and, when schools reopen, be provided sufficient opportunity to fulfill requirements.
  - Students that receive an “Incomplete” will be given the opportunity to make up work through the Fall Semester of 2020
  - At the beginning of the Spring Semester of 2021, all “Incomplete” grades will convert to a “Not Pass (NP)”
Discussion

- Listen to Inform and Set Direction
- Setting Expectations for Grading
  - Clear Direction from Board of Education around Grading