

**2019-20 Virtual Instruction and Learning**

 **Report Card Grading Options for Grades 3K-8**

The move to Virtual Learning and Instruction has necessitated a rethinking of how student progress will be reported for the last quarter/trimester of 2020. It is important to understand that the report card reflects the level of proficiency at a point in time, and these are extraordinary times. When we honor the fact that the virtual learning experience is unique to each student, we recognize that reporting must adapt to fairly communicate that reality.

In collaboration with the Archdiocese of Milwaukee Assessment Committee and the Superintendent’s Advisory Council, the Office for Schools has approved the following options for all 3K-8 schools. These options reflect best practice, research, and alignment with *Policy 5121: School Grading Practices*. **Schools may choose multiple options for different grade levels, but choices must be selected from the options below.**

**Grading Options**

The Archdiocese of Milwaukee has established a standards-based grading scale for grades 1-8. It has been communicated to parents and is fully explained in ***A Parent’s Guide to Standards-Based Assessment, Grading, and Reporting****.* We are fortunate to have language and a common understanding of a proficiency-based “grade” already familiar to most parents, either through complete implementation of SBAG this year or plans to do so next school year. The options below provide consistency of message and practice while acknowledging the unique situation we find ourselves in. Note: In accordance with *Policy 5123: Student Promotion and Retention,* retention of students should not be based on progress or participation in VIL.

**Option 1: Proficient/Insufficient Evidence**

This option addresses the limitations teachers have in assessing work done at home. The assessments used to determine proficiency are key. Evidence must be designed in a way that gives the teacher a level of certainty that the students have completed the work. Professional judgement has and will continue to be the determining factor in grading decisions.

The definition of proficient is consistent with the Archdiocese of Milwaukee Proficiency Scale. In all grading options, “insufficient evidence” does not require teachers to make a judgement about student/family engagement or allow non-academic factors to influence grades.

P: Proficient

* Student demonstrates consistent understanding and application of concepts and skills aligned with grade level standards
* Student can complete assigned tasks independently.

IE: Insufficient Evidence

* Insufficient evidence is available at this time to determine proficiency.

**Option 2: Hybrid use of the Archdiocese of Milwaukee Proficiency Scale**

VIL requires an adaptation of the proficiency scale for those students who, for whatever reason, have not provided evidence of proficiency for priority standards assessed during this time. To avoid penalizing students academically when no evidence is available, the description of Level 1 will be revised for this grading period. The wording is intended to relay a growth mindset of “not yet.”

3: Proficient

* Student demonstrates consistent understanding and application of concepts and skills aligned with grade level standards
* Student can complete assigned tasks independently.

2: Developing

* Student demonstrates partial understanding of grade level standards.
* Student can sometimes complete learning activities without assistance.

1: Insufficient evidence

* Insufficient evidence is available at this time to determine proficiency.

**Option 3: Hybrid use of the Archdiocese of Milwaukee Proficiency Scale with Level 4 option**

In some ways, a VIL environment can be a catalyst for Level 4 thinking and creativity. Level 4 tasks could be created by students who thrive in a virtual school setting. You will need to determine if Level 4 supports or complicates grading for your teachers and families

4: Advanced

* Student demonstrates understanding of concepts and skills extending beyond grade level standards.
* Student can independently complete self-directed studies.

3: Proficient

* Student demonstrates consistent understanding and application of concepts and skills aligned with grade level standards
* Student can complete assigned tasks independently.

2: Developing

* Student demonstrates partial understanding of grade level standards.
* Student can sometimes complete learning activities without assistance.

1: Insufficient evidence

* Insufficient evidence is available at this time to determine proficiency.

**Early Childhood Grading Protocol**

Early childhood is about authentic play-based learning. Virtual instruction does not provide this relational, play-based learning environment. Whatever methods or processes schools implemented in this unprecedented time; we still need to report on our students’ progress for the second semester. Our first goal in using the Early Childhood Developmental Action Plan is to communicate to the parents what their children have learned during the semester. A second goal is to set learning goals for the upcoming school year. The grading/reporting protocol below will help us meet both goals.

Step 1: Write a narrative for each child with as much domain specific feedback about of where the child was as of March 16th

Step 2: Provide a summary of what VIL opportunities were provided during the closure. Note: This narrative would be the same for every student.

Step 3: Conduct as many individual parent/teacher conferences as possible. Early childhood education is about relationships and inspiring our little ones to investigate their world through play and interaction. Keep the focus on the strengths of each child and how to help parents engage their children in learning for the remainder of this year and through the summer.

**Q & A**

**How will students, parents, and future schools know how the reporting of grades was adapted due to COVID-19?**

The Office for Schools has created a parent letter template that can be modified by each school. The description found in the Report Card Options document should be used for each grade level to assure clarity and consistency across the archdiocese.

The grading option descriptions must also accompany each report card as part of the final document. This can be done in the comment section or as a cover letter on school letterhead.

**What about priority standards listed on the report card that have not been assessed this year?**

It is reasonable to assume there will be priority standards not assessed this year. In many content areas, those gaps will be apparent to teachers, but not necessarily to parents. The areas impacted, from a report card perspective, are ELA and Math (possibly Science) since they are reported out by priority standard. To make sure all priority standards are accounted for, “NA” should be noted on the report card for all priority standards not assessed during the 2019-20 school year.

**How will changes in grading on the report card impact 8th graders going into high school?**

High schools, colleges, and universities are all reevaluating their assessment practices. We are working with our Catholic high schools as they determine how grades will be reported. If there are concerns from parents of 8th grade students that the lack of letter grades will be an issue, assure them that high schools will adapt in the same way higher education will adapt.

**Are there sections of the report card that will not be completed?**

Attendance and the Learner Behavior section of the report card will not be completed for the last quarter/trimester.

**How will we use the new grading codes in our SIS system?**

The directions for using the new grading codes in Power School will be sent in next week’s VIL Guideline. Those using other SIS vendors will need to contact them as soon as possible to make the necessary adjustments.