2020-2021 Grading in the Hybrid/Virtual Classroom

AACPS will continue to follow the Grading Regulation (II-RA) for virtual/hybrid learning for schools. We will continue to be flexible with students in their ability to turn in completed work and in ways that they can demonstrate their learning (assessment). Although there are some similarities between grading and assessing in the physical classroom and the virtual/hybrid one, there are several differences to be considered. The virtual/hybrid classroom provides many opportunities that we can embrace to overcome any perceived challenges.

Updates to Grading Regulation:

- **Middle School**
    - Daily classes each, marking period shall have a minimum of 9 separate evaluations or assessments of course content, skills, and standards mastery in addition to homework. Consider that such separate evaluations or assessments of course content may not exceed 15 total assignments due to the nature of virtual and hybrid learning.
    - A day and B day-only courses, each marking period shall have a minimum of 7 separate evaluations or assessments of course content, skills, and standards mastery in addition to homework. Separate evaluations or assessments of course content may not exceed 12 total assignments due to the nature of virtual and hybrid learning.
    - Assignments shall have a due date. Assignments that are not submitted shall receive a grade of zero. Due to the nature of virtual and hybrid learning, assignments submitted by 10 p.m. on Sunday of the week in which the assignment is due shall be counted as being submitted on time. Assignments that **are submitted** more than 2 weeks after the due date shall receive a grade of no less than 50%.
- **High School**
    - High school courses, each marking period shall have a minimum of 9 separate evaluations or assessments of course content, skills, and standards mastery in addition to homework. Consider that such separate evaluations or assessments of course content may not exceed 15 total assignments due to the nature of virtual and hybrid learning.
    - Assignments shall have a due date. Assignments that are not submitted shall receive a grade of zero. Due to the nature of virtual and hybrid learning, assignments submitted by 10 p.m. on Sunday of the week in which the assignment is due shall be counted as being submitted on time. Assignments that **are submitted** more than 2 weeks after the due date shall receive a grade of no less than 50%.

General Gradebook Considerations

- Consider having a standardized school, grade level, or content area gradebook with the same categories, weights, and types of assignments and assessments. In this virtual environment, we discourage multiple "buckets" or categories. Outside of any required quarterly assessment or homework grading categories, consider minimizing the number of different categories that families must navigate in this online environment and use raw points rather than a percentage out of 100 points when determining grades. [Here are some examples of Gradebook setups that different schools use and recommend](). Please take time to look at them before setting up your gradebook as you have done historically.

    NOTE 1: In conjunction with homework/independent work and Quarterly Assessment grading categories, it will be easier if we think of using one additional major category called "Assignments/Assessments" and simply try to keep most of the assignments or assessments in this category weighted similarly so as not to skew a student's grade based on any one or two assignments that may have significantly more points.

    NOTE 2: We are trying to somewhat limit homework in the virtual world. As such, homework can begin as classwork and then, if finished at home, the assignment could be considered homework/independent work.

Google Classroom Considerations

- **Google Classroom consistency is key**. Work with your school and content teams to create consistent expectations around the setup, grading expectations, graded assignments, etc. This is very important that all teachers teaching at the same grade level (elementary), course, or program level are assigning similar type and quantity of work and grading similarly.
- If you use the "due dates" in Google Classroom, after that date, students cannot access those materials. Please try to make sure that resources/materials remain accessible to students as we are seeking to be **compassionate** in grading.
- Although we should expect students to complete all learning activities, whether graded or not, graded assignments and assessments need to be clearly identifiable within Google Classroom. Allow students plenty of time to complete them (without penalty). Consider posting all graded work for the week on a Monday and allow students at least a week to complete them. **Assignments may have a due date during the week, but any assignment submitted by Sunday evening at 10pm the week the assignment is due is considered on-time.** Late assignments should be accepted. Assignments submitted more than two weeks after the due date shall earn a score of no less than 50%. Assignments that are not submitted shall receive a grade of zero.

- Teachers should monitor and track student learning and participation each day, even when it is not for a grade. Consider using tools such as the Chatbox, Kahoot, etc. to ensure students are engaged in the synchronous lessons and to hold them accountable for participation throughout the live lessons.

- **Teachers need to provide students feedback in the virtual world.** It is as important, if not more important than in the in-person classroom. It was one of the major parental concerns during the spring of 2020; we have assured parents that students will receive text, audio, or video feedback on assignments during the fall semester. [Consult this link for methods](#) to provide quality feedback in the virtual classroom.

Planning Considerations for Grading Student Learning

- Lesson Plans should include the suggested assignment and assessment options listed in the District Curriculum Guides/Compacted Scope and Sequence Documents.
- Encourage collaboration between students but remember that AACPS Grading Policy and Regulations prohibit group grades. **Consider having students provide feedback to each other so they can revise their work prior to final submission.**
- Use AACPS rubrics when available or **create clear analytic rubrics that allow for feedback on individual standards and skills to guide students in completing tasks.** Avoid holistic rubrics as they do not provide targeted feedback to students on specific standards and skills.
- **Set clear deadlines (within the week) and post due dates in Google Classroom, but be flexible and consider various student situations that might impact turning in work.** Please post all assignments for the week on Monday morning and post due dates during the week to keep students on track with their learning progress, **but recognize that all students, especially those students on Alternative Attendance Plans, may turn in the week's assignments by Sunday evening at 10:00 PM.** This allows time for parents to support their students during the evening and weekend hours. Please post this in your course syllabus or information you send home for parents/guardians.

Elementary Specific	Secondary Specific
- Leverage the supplies that are provided in the Learning Backpacks. Writing answers in their notebooks and then showing it to the teacher is a great way to get a break from the screen. - Teachers should not assign homework for Grades K-2, rather students should be encouraged to spend 10 - 15 minutes each day independently working through Reading i-Ready and Math i-Ready online games. - Homework for Grades 3-5 should not exceed a total of 45 minutes per school day. This time includes 10-15 minutes of Reading i-Ready *and* 10-15 minutes of Math i-Ready online games each day. Other homework may be assigned but should only be counted as completed or not.	- Intentionally invite students who do not score at least a 70% on an assignment to Flex Time and Office Hours to receive extra support. Please consider speaking with them about the redo opportunity. In this environment, students might need additional support with their 3-5 redo opportunity choices. - Middle School students should spend 10-15 minutes of Reading i-Ready *and* 10-15 minutes of Math i-Ready games each day. Teachers should monitor time devoted to i-Ready. - Additionally, Middle School students should have about 15-20 minutes of homework 2 times per week per course (completing classwork, reading independently, working on performance-based tasks, etc.). - Homework at the High School level should be approximately 30 minutes per night 2 times per week for each course. For AP and IB courses, more time is allowed, but teachers cannot **not** try to make up for fewer contact hours by increasing homework time. At maximum, teachers should use the same homework guidelines you used in the physical classroom. Teachers should consider assigning no more than 45-60 minutes of homework per week.

AACPS Teacher Guidance Sheet
Updated on 2/12/2021