

Grades and Grading for Remote Learning

Based on our current understanding of events, this is the latest thinking and guidance. As with everything lately, this guidance is subject to change as circumstances change.

The following guidance is to help teachers determine appropriate grading practices in our current Remote Learning environment:

- Practice patience, understanding, and grace. Moving to Remote Learning in a matter of days is a significant shift for everyone; for teachers, students and families alike! And there are high levels of anxiety, for teachers, students, and families!! Please be patient, assume positive intent, and be willing to adapt, be flexible, and work with parents and students to be successful in this new learning environment.
- “Do no harm.” Students' grades should not suffer from where we left off before spring break. Now is the time to understand, empathize and meet students where they are, and truly personalize learning to meet their unique needs and circumstances.
- A minimum of one assignment/engagement per week should be entered into the teacher's gradebook. Teachers have the ability to grade more than one assignment per week, but one grade per week is a minimum expectation.
- Penalties for late work are not appropriate in this Remote Learning setting. Our thinking about deadlines should be flexible and supportive to students and even offering alternative ways to demonstrate knowledge.
 - Be open to rethinking assessment of student learning. A phone call with a student and oral coverage of material and understanding can count as a grade.
- Any work or activities should not be busy work. Instead, its intent is to keep students' minds meaningfully engaged, yet still aligned with classroom learning goals. In that light, it is appropriate to give feedback on all work given.

Brandon Bayne, an Associate Professor at the University of North Carolina at Chapel Hill, developed five guiding principles that he shared with his students to help frame what teaching and learning would look like with this sudden and dramatic shift in education across our nation and world. We believe Mr. Bayne's thinking lays a solid foundation for the work KPBSD is embarking on with our students and their families.

1. Nobody signed up for this.
 - Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
 - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials
2. The humane option is the best option.
 - We are going to prioritize supporting each other as humans
 - We are going to prioritize simple solutions that make sense for the most
 - We are going to prioritize sharing resources and communicating clearly

3. We cannot just do the same thing online.
 - Some assignments are no longer possible
 - Some expectations are no longer reasonable
 - Some objectives are no longer valuable
4. We will foster intellectual nourishment, social connection, and personal accommodation.
 - Accessible asynchronous content for diverse access, time zones, and contexts
 - Optional synchronous discussion to learn together and combat isolation
5. We will remain flexible and adjust to the situation.
 - Nobody knows where this is going and what we'll need to adapt
 - Everybody needs support and understanding in this unprecedented moment