AHS Assessment/Learning Practices during Remote Learning

Given the news of school closure for the remainder of the 2019-2020 school year Ashland High School seeks to develop the most equitable system of providing remote instruction and assessing student progress and learning. Faculty department liaisons, counselors and administrators worked together to develop the following outline of practices for Ashland High School. We were guided by the key principles of **Holding Students Harmless, Acting with Flexibility, and Providing Opportunities for Growth While Supporting All Students.** We seek to provide a holistic approach to earning credit. Students have been provided a suggested schedule but will always have the opportunity to complete assigned new learning at their own pace. We recognize all students face unique and personal challenges posed by the school closure and public health crisis. Assessing understanding of learning must be flexible in order to provide equity to ALL students. It is important that students are not held to assessment standards during this crisis that could hurt them individually or collectively. We recognize students are managing personal hardships. Students need ongoing and regular feedback in order to develop and master critical skills and concepts. No system of assessing student learning will be perfect or satisfy all stakeholders, but if we are guided by the above principles, we hope to support all students.

WE hope this document will make it clear to students and families that **student ability to participate in remote learning will not negatively impact a student's standing as of the time of our closure.** Our goal is to support all students in moving towards earning the high school credits they need to graduate. However, engagement in current remote learning will be how students earn the credit to move forward and eventually obtain a high school diploma.

Students who have difficulty engaging in the current expectations should contact their teachers, counselors, and administrators directly. We can provide support and guidance. **All students are strongly encouraged to participate in remote learning for the purpose of earning the credit needed to move forward. Students who do not engage will not earn credit. This is something that is critical for all students to understand, especially members of the Class of 2020.**

Transition from Traditional Grading:

1. Current Semester 1 grade averages have been run as a baseline to assess student performance and grades at the time of closure. Teachers assessed students' grades at the time of the closure and have determined students who were not on track to pass the course. Counselors and administrators are looking at students who were in danger of failing at the close of first semester and will work with individual teachers and students on a plan for these students.

2. Students who were in danger of passing a course prior to the closure should work with teachers to engage in the current remote learning plan. These students should recognize that given the unprecedented nature of the current situation their course selection for the 2020-2021 school year may need to be modified. Students and families should strongly reconsider any override of teacher recommendations for the coming school year. Students may not move to the next course if they have not engaged in remote learning.

Grading During the Closure:

Feedback and grading are not synonymous. Remote learning lends itself to student self-assessment and reflection. Teachers are encouraged to consider methods of delivering descriptive, growth-oriented feedback that provides students opportunities to implement suggestions. Self-assessment and teacher assessment can both be incorporated into iterative processes for students to make progress towards mastery. Earning credit is not synonymous with passing the course.

As we transition from traditional grading to assessing learning tasks for understanding educators can use the rubric below as a guide. Teachers should provide descriptive feedback to students through Google Classroom, email, etc. but should keep track of assignments as Credit or No Credit using the number scale below:
1.0- student completed the assignment satisfactorily
0.5- student completed the assignment but did not demonstrate sufficient understanding of the content
0- student did not complete the assignment
Teachers should continue to use iPass to track assignments and enter student participation using the code at least every two weeks.
*Additional Support:
AHS staff will work to identify students who require higher levels of support to meet academic requirements. These kinds of support may include individualized instruction, alternative assignments, and a number of other inclusive practices. Staff members will be collaborating to identify strategies to meet student needs.

Attendance:

Taking guidance from DESE, Ashland High School will not be upholding attendance requirements in the traditional manner. However, students are responsible for work assigned by their teachers. With asynchronous assignments and extended deadlines, students should have sufficient time to meet these obligations. If students are concerned about their ability to meet academic requirements due to extenuating circumstances, they should be in communication with their teachers and counselor.

Weighting, Credit and GPA

In consideration of weighting, credit and GPA, administration heavily considered the principle of holding students harmless. As different schools approach the closure differently, we strongly

desire to make sure Ashland students, both collectively and individually, are not put at any disadvantage in the future and that all students have an appropriate path to credit.

Weighting - When making the decision to combine Quarters 3 and 4 administration felt it important to continue to hold students harmless for the current school closure. Because no grade will be given for Semester 2 (combined T3/T4) this semester will not factor into the weight of the GPA. This will essentially change the weight of each first semester grade to Q1 - 40%, Q2 - 40%, Midyear Exam 20%. All students will have a GPA weighted on 14 terms instead of 16 if they are current students at AHS. This will apply to the Classes of 2020, 2021, 2022, and 2023. They will receive full credit for each course they successfully participate in during the school closure period.

AP Courses - Students who are currently enrolled in AP courses but choose not to take the AP test this year will still receive AP credit for the course on their transcript. The process of setting up refunds will not start until after the AP exams have been fully administered to give students ample time to decide whether or not they will take the exam.

GPA - After consulting with area, peer high schools as well as institutions of higher education we will calculate the GPA consistent with past practices, omitting T3 & T4/Semester 2 for the 2019-2020 school year.

Student Support & Credit

AHS will continue to utilize its Response To Intervention (RTI) Team process to create intervention plans for struggling students. With the school closure, we are mindful of potential learning gaps and will work to provide appropriate and timely intervention.

Athletic Eligibility

Given the nature of the current school closure all students will be held to the standard typically held for incoming 9th graders. All students will be eligible for athletics at the start of the 2020-2021 school year and eligibility will be determined for winter sports at the end of Term 1.

Graduation Requirements to Waive

It is the recommendation of the administration that all other graduation requirements, outside of course credits, be waived for students who had not completed them by the closure of schools on March 12, 2020. We recommend that Community Service be waived and that any student who applied for a Wellness/PE waiver have their wellness course requirement waived. All students in the Class of 2020 have met the requirement of 1.0 credits of wellness. The Ashland School Committee approved these recommendations on 4/29/2020.

As of 4/28/2020 the Board of Elementary and Secondary Education voted to waive the MCAS Competency Determination for any student who is enrolled in the appropriate course for that subject area and successfully passes/completes that course. We are awaiting more guidance on

what courses students should be enrolled in and will share this information with students who have not met the MCAS Competency Determination as soon as we can.