

District 58 Plan for Assessment and Reporting in Remote Learning

May 2020

The Illinois State Board of Education (ISBE) has released a [62-page remote learning guidance document](#) which includes several recommendations around grading and reporting. All of that guidance is incorporated in the pages below; two of the essential recommendations are printed here:

- The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance
- Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff. All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that time frame. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.

District 58's administrative team and report card committee members have developed, discussed, revised and ultimately finalized a plan for Trimester 3 assessment and reporting that honors the ISBE guidance, acknowledges the work of our students and reflects the spirit of our remote learning plan. Feedback is the critical piece of all assessment and reporting; the core purpose is a communication vehicle from teacher to student (and family) regarding student progress.

We therefore intend to emphasize feedback in a variety of forms, while recognizing that every child's learning situation is unique and unexpected. Just as instructional experiences are presented differently during remote learning, our grading and feedback mechanisms will adjust to reflect the realities of this learning environment. It is important to note that the procedures below for Trimester 3 do not reflect a shift in overall beliefs around assessment and grading for District 58; rather, they reflect what we believe - in keeping with ISBE guidance - is most appropriate and meaningful for our students at this time.

All third trimester report cards will contain this statement: "On March 16, 2020, in-person instruction was suspended in District 58, as a result of the Executive Order of the Governor. The vast majority of the third trimester occurs between March 16-June 3; as such, our reporting structure for Trimester 3 has been adjusted to reflect this educational anomaly." Additionally, on report cards for grades K-8, we will define the following terms: "**Pass:** Student performance reflects sufficient evidence of engagement during remote learning. **Insufficient Evidence:** Student performance reflects insufficient evidence to provide formal feedback during remote learning" Finally, we will include the statement that "Learner Behaviors will not be assessed during Trimester 3 as these assessments are largely observational by teachers; the remote learning period does not offer opportunity for these observations."

Additionally, we have identified Essential Standards that will guide both our instruction and reporting during the Remote Learning period. [Please click here to learn more about the Essential Standards.](#)

Preschool

Our preschool students will receive a Student Progress Review that consists of a 2-3 sentence narrative by the child's teacher. The narrative will address areas of growth and next steps in development from a general perspective.

Kindergarten through Sixth Grade

Students in grades K-6 will receive the standards-based report card that is typically used; however, the markings for each standard will be either "pass" or "insufficient evidence" as defined above. Each child will also receive a 2-3 sentence individual comment from their classroom teacher speaking to their specific progress during remote learning. Letter grades will not be assigned.

Middle School

Students in grades 7-8 will receive the standards-based report card that is typically used, with descriptors of 3, 2 and 1 (or IE) assigned to the standards that are taught and assessed during the third trimester. Each student will also receive a 1-2 sentence individual comment from each of their teachers speaking to their progress during remote learning. For each class, an overall rating of "pass" or "insufficient evidence" will be assigned as defined above. At the middle school level, achieving the overall mark of "pass" shall require a majority of work submitted/student engagement during remote learning. Letter grades will not be assigned.

Alternate Reporting

Any student who would typically receive an alternative reporting document (addendum) based upon their individualized academic programming will continue to receive their progress information in this format. Individualized Education Plan goal updates will continue to be included in trimester reporting.

ISBE's guidance clearly states that grades cannot be reduced from the level of achievement prior to remote learning. District 58 had 10 days of on-site instruction in Trimester 3; pinpointing a child's achievement after 10 days is typically unfair to that child (different than in District 99, for example, where they had 2.5 months of instruction for their 2nd semester.) We recognize the value that our community places on letter grades; we also recognize the state guidance and the reality that assessment through remote learning is not the same as it is on-site. After much reflection and conversation, we believe that assigning letter grades in this scenario would not be authentic; in addition, the pressure some students feel toward grades is not an additional pressure we wish to place upon them during a pandemic.

Similarly, we know that teacher feedback is incredibly valuable for our students. We want to continue to emphasize direct feedback from teachers throughout the third trimester, as ongoing formative feedback provides the clearest glimpse into student growth and achievement. Similarly, we are placing an emphasis on the narrative comments during this remote learning period; where teachers would typically focus energy on calculating cumulative assessment data at the end of the trimester they will now redirect that energy to narrative comments that better reflect the reality of student achievement during remote learning.