Appendix S

Appendix S includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Curriculum and Instruction PreK-12

Guiding Principles for the Hybrid Learning Environment:

In-Person Learning					
 Same content, same pacing, flexible time and location! Lessons should include a recorded video or voice over presentar practice activities that mirror in-person learning. The use of Schoology is the recommended platform to be used a landing page for all daily assignments and student work. Synchronized sessions, face-to-face interactions, will occur for s in need of targeted supplemental instruction 					
Remote Learning Day for All Students (Wed.)	 in need of targeted, supplemental instruction. Students will be engaged in practice activities which do not require immediate teacher feedback. Students should be able to practice or review skills independently. Synchronized sessions, face-to-face interactions, will be utilized for weekly greeting check-ins. This will be for both instructional and non-instructional purposes, such as SEL, using Webex or Microsoft Teams. This will be important for students who are unable to attend in-person learning. 				

* In the event that the district needs to pivot to a full remote learning plan, minor scheduling adjustments will be made.

Curriculum and Instruction: Elementary Level Teacher Priorities

ELEMENTARY REGULAR EDUCATION TEACHERS EXPECTATIONS				
Teacher Expectations During In-Person Learning	 Include a social emotional learning (SEL) session for approximately 15 minutes where students engage in Building Better People activities such as class meetings, mindfulness practices, and class discussions about the Positivity Project's character trait focus for the week. Establish a rapport with the students and foster a class community among students in all cohorts Explicitly teach and monitor student mastery of digital procedures, organization, and the ability to access online platforms Set clear expectations of remote/in-person learning Establish, explicitly teach, and review/reinforce health and safe procedures (e.g., face coverings, hand washing, and social distancing). Lessons will mirror the remote learning lessons; however, additional modeling, scaffolding, and questioning may be implemented. * See Routines/Practices/Content Delivery as well as the shared Schoology Resources for lesson design The use of Schoology is the required platform to be used as a landing page for all daily assignments and student work. 			
Teacher Expectations for Students on Remote Learning Days or Plan	 Same content, same pacing, flexible time and location! Provide a daily prerecorded video describing an overview of the student learning activities for the day. Lessons should include a recorded video or voice over presentation and practice activities that mirror in-person learning. These may be prepared by another educator (e.g., teachers, program videos, etc.) The use of Schoology is the recommended platform to be used as a landing page for all daily assignments and student work. Synchronized sessions, face-to-face interactions, will occur for students in need of targeted, supplemental instruction. 			
Teacher Expectations for Remote Learning Day for All Students (Wed.)	 Develop lessons that have students engage in practice activities which do not require immediate teacher feedback. Students should be able to practice or review skills independently. Conduct weekly synchronous check-ins, using Webex or TEAMS. These are required; this will be important for students who are unable to attend inperson learning. Establish and post synchronous Office Hours for all students/families. Participate in professional meetings and training. Deliver Tier II interventions, part of NJTSS, for students who do not attain the content standards. 			

K-5 Hybrid Model – WEDNESDAY All Remote Learning Days for <u>Students</u>

Monday/Tuesday	Wednesday	Thursday/Friday
In-Person Cohort A	REMOTE Additional practice assigned by the teacher SEL Whole Class Greetings-Synchronous	Remote Learning Cohort A
Remote Learning Cohort B In-Person Cohort C	Sessions Office Hours Special Area Classes Art Digital Literacy Music Physical Ed. Library/Media Health	In- Person Cohort B In-Person Cohort C
Remote Learning Cohort R	Spanish/Foreign Language for Kids by Kids Instrumental Music	Remote Learning Cohort R

On Wednesdays, students will participate in the special area classes they did not attend during in-person learning. They will also complete the assigned <u>health</u> and <u>world</u> <u>language/Spanish</u> lessons for the week.

The following <u>additional supports</u> will be scheduled on any child's assigned remote day(s), including Wednesdays.

- **Basic Skills Instruction** (Synchronous small group sessions)
- TAG/ELEMEnTS/Enrichment (Asynchronous and synchronous sessions)
- Special Education/Related Services (Synchronous and asynchronous sessions)
- Instrumental Music (Synchronous small group sessions)
- ELL Supports (Synchronous sessions)
- Grade 5 D.A.R.E. Lessons (Asynchronous sessions)

Kindergarten Routine/Practices/Content Delivery Expectations

Subject	In-Person	Remote		
Welcome	Arrival, Breakfast, Handwashing	• Each day begins with a recorded video explaining the learning activities scheduled for the day.		
Reading	 Interactive Read Aloud Phonemic Awareness routines Oral language: choral chanting and "acting out" poems and songs 	 Teacher read aloud with think aloud strategies Phonemic Awareness activity Poem or song with movement 		
Writing	 Shared/Interactive Writing Mini lesson + Writing Workshop 	 Fine motor practice Mini lesson + Writing workshop 		
Math	 Movement activity with oral counting Calendar routines EM minilesson and practice activities Tabletop math centers Differentiated support 	 Recordings to Model First in Math Games/Engaging in First in Math Movement activity with oral counting Calendar routines EM minilesson and practice activities Number writing/counting with manipulatives/ math scavenger hunt 		
Science	 Utilize <u>Mystery Science</u> and Teacher Created Materials as Resources (videos or shared book) to create short targeted lessons Alternate with Social Studies Lessons 	 Utilize <u>Mystery Science</u> and Teacher Created Materials as Resources (videos or shared book) to create short targeted lessons Alternate with Social Studies Lessons 		
Social Studies	 Utilize <u>TCI</u> program materials as resources (videos and digital text), in conjunction with TCI's Blended Learning plan, to create short targeted lessons Alternate with Science Lessons 	 Utilize <u>TCI</u> program materials as resources (videos and digital text), in conjunction with TCI's Blended Learning plan, to create short targeted lessons Alternate with Science Lessons 		
Fundations	 Fundations lesson and activity Differentiated practice with conferring and interventions 	• Fundations Fun Hub virtual activities		



SEL	• Building Better People activities such as class meetings, mindfulness, Nearpod SEL lessons, and class discussions of the Positivity Project character trait of the week	 Video recordings to model skywriting, using tiles, handwriting, etc. Practice with alphabet cards/ sight word cards and/or handwriting practice Positivity Project activity, Nearpod SEL lesson and/or mindfulness activity At least once per week: synchronous class meeting via Teams or WebEx (NON- NEGOTIABLE)
Health	• Limited to <i>Remote Instruction</i> days	Nearpod Health Lessons
PE	• Physical education teachers will follow a cycle schedule enabling them to see the same homeroom (Cohort A/B) for 7-8 consecutive weeks.	• Asynchronous instruction assigned by the special area teacher. Lessons should include teacher recorded videos minimally 2 times a marking period per grade level.
Spanish	• Limited to <i>Remote Instruction</i> days	• Asynchronous instruction from the assigned World Language teacher. Lessons should include recorded teacher recorded videos minimally 2 times a marking period per grade level.
Special Areas	• Special area teachers will follow a cycle schedule enabling them to see the same homeroom (Cohort A/B) for 7-8 consecutive weeks.	• Asynchronous instruction assigned by the special area teacher. Lessons should include teacher recorded videos minimally 2 times a marking period per grade level.

Primary (Grades 1-2) Routine/Practices/Content Delivery Expectations

Subject	In-Person	Remote		
Welcome	Arrival, Breakfast, Handwashing	Each day begins with a recorded video explaining the learning activities scheduled for the day.		
ELA	 Reading Interactive read aloud Shared reading with written response activity Coached independent reading 	 Reading Book (read aloud or read to self) with oral language or written response activity Baggie books 		
	 Differentiated Small Group Reading Writing Mentor sentences Mini lesson for Priority Standards Writing Workshop 	 Differentiated Small Group Reading Writing Handwriting workbooks Recorded Mini Lessons for Priority Standards Mini lesson + Writing Workshop 		
	AND/OR Integrated Reading/Writing Units	AND/OR Integrated Reading/Writing Units		
Math	EM mini-lesson, math journal pages and practice activities Differentiation activities and	EM pre-recorded mini-lesson, math journal pages and practice activities using eTools		
Wath	intervention	Recordings to Model First in Math Games/Engaging in First in Math/ Fact Fluency Practice		
	NgConnect resources for 2-part lessons.	NgConnect resources for 2-part lessons.		
Science	Day 1 – Preview vocab./ information gathering and exploration	Day 1 - Preview vocab./ information gathering and exploration		
	Day 2 – Video/ Experiment illustrating/ applying concept with written journal response- Wrap up Questions/ Answers	Day 2 – Video/ Experiment illustrating/ applying concept with Seesaw activity – Wrap up Question /Answers		
	Alternate with Social Studies Lessons	(Oral 3 sentences) Alternate with Social Studies Lessons		

	mor	mor	
	<u>TCI</u> program resources	<u>TCI</u> program resources	
	Each lesson (takes approx. 2 weeks)	Sharing customized teaching slides	
	has the following elements:	Each modified lesson (takes approx. 2	
	Preview	weeks) has the following elements:	
	Activity (phases)	Preview	
	Read & Do	Activity (phases)	
	Processing	• Read & Do	
	Modified Curriculum Guide identifies	Processing	
	the elements taught in each lesson to	Modified Curriculum Guide identifies the	
Social	facilitate students learning the	elements taught in each lesson to	
Studies	standards, in conjunction with TCI's	facilitate students learning the standards,	
	Blended Learning plan	in conjunction with TCI's Blended	
		Learning plan	
	Students utilize the digital notebook to		
	record their responses for each	Students utilize the digital notebook to	
	activity and interactive text for their	record their responses for each activity	
	research and building background	and interactive text for their research and	
		building background	
	Alternate with Science Lessons		
		Alternate with Science Lessons	
	Fundations lesson and activity	Fundations Fun Hub virtual activities	
	Dictated sentences	Recordings to model skywriting, using	
		tiles, handwriting, etc.	
	Assessment	tiles, nanuwriting, etc.	
Fundations			
	Differentiated practice with conferring	Practice with alphabet cards/ sight word	
	and interventions	cards and/or handwriting practice	
		Practice with sight word cards (flash	
		cards, sentence writing, spelling)	
		Positivity Project activity, Nearpod	
	Building Better People activities such	SEL lesson and/or mindfulness	
	as class meetings, mindfulness,	activity	
SEL	Nearpod SEL lessons, and class		
	discussions of the Positivity Project	• At least once per week:	
	character trait of the week	synchronous class meeting via	
	character trait of the week	Teams or WebEx	
		• (NON- NEGOTIABLE)	
Uaalth			
Health	Limited to <i>Remote Instruction</i> days	Nearpod Health Lessons	
		Asynchronous instruction assigned	
PE	Physical education teachers will follow a	by the special area teacher.	
	cycle schedule enabling them to see the	Lessons should include teacher	



	same homeroom (Cohort A/B) for 7-8 consecutive weeks.	recorded videos minimally 2 times a marking period per grade level.
Spanish	Limited to <i>Remote Instruction</i> days	• Asynchronous instruction from the assigned World Language teacher. Lessons should include recorded teacher recorded videos minimally 2 times a marking period per grade level.
Special Areas	Special area teachers will follow a cycle schedule enabling them to see the same homeroom (Cohort A/B) for 7-8 consecutive weeks.	• Asynchronous instruction assigned by the special area teacher. Lessons should include teacher recorded videos minimally 2 times a marking period per grade level.

Intermediate (Grades 3-5) Routine/Practices/Content Delivery Expectations

Subject	In-Person	Remote
Welcome	• Arrival, Breakfast, Handwashing	• Each day begins with a recorded video explaining the learning activities scheduled for the day.
ELA	 Whole group instruction mirrors remote learning prerecorded minilesson from InSync Wit and Wisdom program. Vocabulary/ Deep Dives Coached IDR and Differentiation 	 Whole group instruction from InSync Wit and Wisdom video recording. Vocabulary/ Deep Dives IDR Fluency Practice
Spelling	• In-person assessment using Spelling City (5 min/once a week)	• Spelling Connections workbook, Spelling Connections online, and/or Spelling City activities
Math	 EM mini-lesson (from the Math Message) and practice that mirrors remote lesson (journal, math boxes, home link pages) Differentiation and feedback using EM curriculum resources 	 Pre-recorded EM mini-lesson (from the Math Message) and practice activities (using journal, math boxes, home link pages, and eTools) Recordings to Model First in Math Games/Engaging in First in Math/ Fact Fluency Practice
Science	 First and Second Marking Periods 1 Lesson per day Preview (vocab./ information gathering/ exploration), Concept in action (share model, experiment, or video) illustrating / applying concepts and Wrap up – Discussion of Activity Sheet/Student Journal Questions) 	 First and Second Marking Periods 1 Lesson per day Teacher created NearPod activity Preview (vocab./information gathering/ exploration), Concept in action (share model, experiment, or video) illustrating/ applying concepts and Wrap up-Activity Sheet completion/ reflection questions via Flipgrid, etc.
OR Social Studies	Third and Fourth Marking PeriodsTCIprogram resourcesEach lesson (takes approx. 2 weeks)has the following elements:•Preview•Activity (phases)•Read & Do	Third and Fourth Marking PeriodsTCI program resourcesSharing customized teaching slidesEach modified lesson (takes approx. 2weeks) has the following elements:• Preview• Activity (phases)

	• Processing Modified Curriculum Guide identifies the elements taught in each lesson to facilitate students learning the standards, in conjunction with TCI's Blended Learning plan Students utilize the digital notebook to record their responses for each activity and interactive text for their research and building background	 Read & Do Processing Modified Curriculum Guide identifies the elements taught in each lesson to facilitate students learning the standards, in conjunction with TCI's Blended Learning plan Students utilize the digital notebook to record their responses for each activity and interactive text for their research and building background
SEL	• Building Better People activities such as class meetings, mindfulness, Nearpod SEL lessons, and class discussions of the Positivity Project character trait of the week	 Positivity Project activity, Nearpod SEL lesson and/or mindfulness activity At least once per week: synchronous class meeting via Teams or WebEx (NON- NEGOTIABLE)
Health	Limited to <i>Remote Instruction</i> days	Nearpod Health LessonsGrade 5: DARE Lessons
PE	• Physical education teachers will follow a cycle schedule enabling them to see the same homeroom (Cohort A/B) for 7- 8 consecutive weeks.	• Asynchronous instruction assigned by the special area teacher. Lessons should include teacher recorded videos minimally 2 times a marking period per grade level.
Spanish	Limited to <i>Remote Instruction</i> days	 Grades 3 and 4: Foreign Language for Kids by Kids online program Grade 5: Asynchronous instruction from the assigned World Language teacher. Lessons should include recorded teacher recorded videos minimally 2 times a marking period per grade level.
Special Areas	• Special area teachers will follow a cycle schedule enabling them to see the same homeroom (Cohort A/B) for 7- 8 consecutive weeks.	• Asynchronous instruction assigned by the special area teacher. Lessons should include teacher recorded videos minimally 2 times a marking period per grade level.

Assessment and Grading: Elementary

Our current report cards in K-2 are standards/skill based while our students in grades 3-5 have received numeric averages and traditional grades. Through work with a committee of teachers in the intermediate grades, the district will be transitioning to a standards-based report card for students in grades 3-5 beginning September 2020.

What is Standards-Based Grading?

Standards-based grading (SBG) is a system which focuses on student learning and grades based on a demonstrated understanding of specific concepts/standards. Instead of a simple letter grade, students receive grades on multiple different learning targets and can see which concepts they understood well and which they need to improve upon.

Standards-based grading provides explanations of the concepts and material that students should know and/or be able to do. These are called student learning standards, which provide a baseline that is consistent across all students in the grade level. Teachers' instruction is guided by these standards and they work to make sure their students learn all of the expected standards they need to before leaving their class. When students receive report cards, they receive a list of learning standards and a rubric score on each standard of how well they mastered the material.

How standards-based grading benefits teachers and students

- <u>Provides meaning to grades</u> Students understand why they receive each grade and the breakdown of how they did on each standard rather than a receiving a vague letter (or percentage) with no explanation.
- <u>Keeps students and teachers accountable</u> With specific learning standards expected from the beginning of the class, the teacher knows what they are expected to teach. With the use of consistent formative assessments, teachers and students know how well they are doing on these learning targets and can adjust as needed to ensure proficient understanding by the end of the course.
- <u>Better feedback for improvement</u> With grades broken up into different learning standards, students can immediately see which areas of learning they need to improve upon. Teachers can also use this information to improve instruction; if they see that a majority of the class has a lack of understanding in one standard, they can focus on that standard more moving forward.

- <u>Provides information to differentiate instruction</u> With learning standards common to the class and frequent formative assessments, the teacher knows which students are at each level for each standard. Using this information, they can differentiate instruction and give different leveled assignments to different groups of students based at the proficiency level in which they performing.
- <u>Students become more self-motivated</u> With the goal of SBG being student mastery and understanding rather than getting the most points, students become more motivated to truly understand the material. The "Will this be graded?" question is slowly replaced with earnest questions to better understand the material.
- <u>Tracks Standards Mastery</u> With standards-based grading, teachers are able to focus their instruction and progress analysis around how students are mastering the content required for each standard. Tracking standards mastery helps instructors make sure they are adequately preparing students for the content that will be tested during the state test.

Digital assessment provides and easy shift to standards-based-grading

A key tenant of standards-based grading is understanding where each student is on the road to mastery, not just at the end of the year, but constantly throughout the year. Recent improvements in technology and the widespread implementation of digital assessment technology in schools has greatly helped with gather this information. Digital assessments make it much easier for teachers to easily distribute formative assessments, provide instant, comprehensive feedback, and even differentiate assessments for different groups of students.

Curriculum and Instruction: Secondary Level

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
In-Person	In-Person	All Students	In-Person	In-Person
Cohort A	Cohort A	Remote	Cohort B	Cohort B
Periods 1 -4	Periods 5-8	Teachers are available for 60	Periods 1-4	Periods 5-8
Each in-	Each in-	minutes of	Each in-	Each in-
person/remote	person/remote	synchronous office	person/remote	person/remote
period has 2	period has 2	hours when the	period has 2	period has 2
lesson segments:	lesson segments:	teacher can work	lesson segments:	lesson segments:
Day 1 and Day 2.	Day 1 and Day 2.	with individuals or small groups	Day 4 and Day 5.	Day 4 and Day 5.
30 minutes per	30 minutes per	and promote	30 minutes per	30 minutes per
segment for a	segment for a	social-emotional	segment for a	segment for a
total of 60	total of 60	learning. Tier II	total of 60	total of 60
minutes	minutes	interventions can be delivered for	minutes.	minutes
Remote	Remote	struggling	Remote	Remote
Cohort B/C	Cohort B/C	learners, providing	Cohort A/C	Cohort A/C
Each in- person/remote period has 2 lesson segments: Day 1 and Day 2. Complete lesson segment for Day 1 and Day 2 for Periods 1-4	Each in- person/remote period has 2 lesson segments: Day 1 and Day 2. Complete lesson segment for Day 1 and Day 2 for Periods 5-8	remediation and retakes of summative assessments.	Each in- person/remote period has 2 lesson segments: Day 4 and Day 5. Complete lesson segment for Day 1 and Day 2 for Periods 1-4	Each in- person/remote period has 2 lesson segments: Day 4 and Day 5. Complete lesson segment for Day 1 and Day 2 for Periods 5-8

Assessment and Grading: Secondary

Grading and Assessment Focus and Parameters

I. Deadlines

- A. In a remote or hybrid model, educators need to operate under the notion that deadlines must be flexible and fluid. However, these fluid deadlines need to come with certain parameters to promote student accountability and preserve teacher time to ensure they can teach and support, minimizing the need to make repeated requests for assignments.
- B. District, school, and department leaders must shift the paradigm from task completion for a grade to certifying the learning. In this regard, we continue to understand that to certify learning, students must be measured to determine the extent to which they have attained the content standards. To that end, students can be assessed differently at various stages of the learning process. Learning is not a linear process for all. Students learn at different rates and at different times. Therefore, they should not be penalized for taking longer to learn a concept. In this process, retakes become crucial, enabling students to meet certain conditions of learning before they are reassessed. Student accountability is a key ingredient to their success.
- C. Parameters to Set the Stage for Redos, Retakes, and Reassessments
 - 1. Teachers need to set a deadline and share with the students when they plan to enter a grade for an assignment (no more than one week).
 - 2. If students miss the deadline, the teacher should continue to work to motivate the students to complete the work, especially for major assessments. The students will earn a grade for full credit earned once they submit the lesson. There are no late penalties, but an indication should be made in PowerSchool using the "L" symbol.
 - 3. If students fail to complete the assignment two weeks after it was due, and the teacher has done due diligence to motivate the students to turn in work, the teacher will enter a zero in the grade book and move on.
 - 4. If the teacher feels that students need additional practice, instruction or build a scaffold for future learning to meet the standards, *the teacher reserves the right to establish a new deadline*, especially if it is a major assessment.

- D. Notable Mindshift: Why No Late Penalties?
 - 1. When students turn in assignments, teachers should be assessing their level of proficiency on a skill. The New Jersey Student Learning Standards do not call for students to attain knowledge or skills based on their ability to turn the lesson in on time. Therefore, penalizing students by deducting points from their grade is not an accurate measurement of the learning. Teachers must grade the skill and not the compliance.
 - 2. There are ways to represent the compliance aspect of the grades. Options for this will be explored in the future.
- II. Retakes and Redos
 - A. In the hybrid model, Remote Wednesdays can be used for retakes. Retakes are done on the teacher's schedule, not the student's schedule.
 - B. Retakes and redos are permitted for summative assessments only because summative assessments certify learning. Classwork, homework, and informal quizzes are considered formative assessments or the practice leading to the summative assessment.
 - C. There are certain conditions students must satisfy in a retake and redo policy. Redos and retakes cannot be used to inflate grades. They are designed for students to master the learning and realize that learning is not a snapshot in time but is based on the process of relearning.
 - D. With retakes and redos, the following needs to happen:
 - 1. The student needs parameters to relearn to showcase new knowledge. The Department Supervisor will outline what these parameters are. Some parameters include but are not limited to the following:
 - a. Attending a Teams/Schoology/WebEx meeting with the teacher to relearn the material.
 - b. Redoing practice assignments leading up to the assessments. These practices would not be graded or regraded but required to get feedback from the teacher.
 - c. Correcting study guides and showing that work to the teacher.
 - d. All students are eligible for a retake if they want to improve their learning. They should see the teacher to initiate the process.
 - e. The retake should be initiated by the teacher if the student is not meeting expectations on the assessment, meaning they have not met the learning target(s).

- E. The retake of an assessment *must* occur before the next summative assessment is given.
- F. The grade on the retake replaces the old grade. It is *not* an average of the two.
- G. Retakes and redos are the extra credit. Old-style extra credit inflates the grade which masks the accurate representation of learning achievement. Extra credit in the former sense no longer exists.
- H. The student does not have to retake the whole test or even take a new test. What does the student do to certify the learning? Here are some options:
 - 1. A redo of the same test
 - 2. A completely new test
 - 3. A reassessment of certain sections of the test where the standard/skill was missed
 - 4. A richer cognitive exercise where the students must explain their new learning in writing.
 - 5. Verbal assessment
- I. Notable Mindshift: Why Redos?
 - 1. The "why" of retakes and redos...Learning may not occur for every student by a period of time as not everyone has the same readiness. Teachers must give students the opportunity to fail forward to recover their learning. If we permit students to demonstrate less than proficiency on an assessment, we send the message that doing the work is more important than obtaining the skills.
 - 2. The "why" of teachers initiating the request for students to redo when they score below a C is that the proposed grading scale, a C signifies that the student is partially proficient in their learning. As a result, that merits Tier II NJTSS interventions by the teacher. The retake or relearning concept is one such intervention.
 - 3. Add comment in PowerSchool about redos offered.

III.Elimination of Marking Periods_and Moving to Semester-Based Grading

A. There will no longer be marking periods where teachers have to ensure all grades are due and historical by a set point 4 times a year. Core content area teachers will only have to do this twice a year at the semester.

B. For exploratory/traditional cycle classes, there will still be students rotating to their classes four times a year. Grades will continue to be calculated every nine weeks.

C. Teachers will use this opportunity to develop pacing as appropriate for student readiness.

D. Teachers will still need to monitor grades at least quarterly to provide the necessary interventions as schools will continue to provide progress reports four times a year.

E. Notable Mindshift: Semesters

- 1. In the four-marking period system, teachers are forced to get grades in by the last day of the marking period and are bound by 8 to 9 weeks of instruction. In that time, they must get multiple grades in, especially assessments, so that there are enough summative assessments to "average out". In this new "semester" mindset, we continue to promote the idea that learning is paramount rather than getting a grade in the gradebook within a certain time frame. This promotes more opportunities for feedback and more opportunities for relearning for the students. The grades will be more representative of learning and learning recovery. Finally, this allows teachers to have the freedom to not grade everything when they notice there is a need to reteach.
- 2. The pacing guides for each content area in conjunction now with the readiness of the students will guide the pace of instruction.
- IV. Grading in the Hybrid/Remote Setting
 - A. In order to assist with the gaps in learning that occurred last year, we implemented a grading floor of 60% to ensure that students mathematically did not fail as a result of the various challenges in the remote environment. *This floor applies to the first semester only.*
 - B. In this current setting in the 2020-21 school year, the grading floor still has merit.

- 3. In our grading system at WTPS, a student has 7 opportunities (93-100) for an A or exceeding expectations/mastery but 69 opportunities (0-69) to fail.
- 4. There are plans in the future to ensure grades more express the level of mastery we champion for students. However, in this current structure, if we operate under a traditional 100-point scale, the 60 floor is a must because it saves the inequity of a mark and allows each letter grade to have equal weight.
- 5. In a traditional grading structure, you use the 60 as an override for the report card. You never put a 60 in if the student got a zero on an assignment. That inflates a student's grade and causes a mishap with averages. Therefore, we have retakes to mitigate the zeroes in the grade book.
- 6. During the 2019-20 school year, while the 60 considered those students who did not have equal access to education, students manipulated that percentage to ensure they mathematically passed a class on the average.
- 7. If teachers start off with a 60 grading floor, students will not be able to play the average game because the 60 will be in place from the start.
- C. Notable Mindshift: Why the Grade Floor
 - 1. In our grading system at WTPS a student has seven opportunities (93-100) for an A or exceeding expectations and 69 opportunities (0-69) to fail. This is why we had a 60-grading floor last spring to combat those inequities.
 - 2. It takes out the astronomical inequity with A's vs F's and allows a student to have an opportunity to recover and not lose hope. We never want to put a student in a situation that past failure dictates future success.
 - 3. What we communicate to students about their mastery of learning matters. We shift the focus to the level of content mastery and therefore communicate learning, not earnings.