



Remote Learning Grading Guidelines

During this fluid situation, Tomball ISD is committed to providing inclusive and accessible remote engagement activities for our students supported through the Google Classroom Platform in grades 1-12 and through teacher websites in PK-K. We will work to move toward Google classroom in PK-K as we progress toward the grading phase of remote learning.

**Engagement activities are aligned to the Tomball ISD curriculum. The learning focus for each week is a guideline. Specific topics included may differ in some aspects due to individualized pacing through district curriculum. Instructional design remains at the discretion of the teacher with best practices in mind. Teachers are not required to provide daily lectures, lessons, podcasts, or live streaming components. The aligned activities will be asynchronous with flexibility and balance in the new learning environment.

We encourage and highly recommend that students engage in the remote learning activities that are provided by their teachers and will be grades according to the guidelines below. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned.

★ **No grades taken before April 6, 2020**

- Prior to April 6, 2020 - teachers can engage students and parents, provide electronic (digital or video) feedback on digital assignments/activities to focus on student proficiency of learning outcomes, and monitor progress during Weeks 1-2 of the ***TISD Remote Learning Plan***
 - During this time (March 23 - April 5) students, teachers, and parents can gain familiarity and stability with remote learning platforms and electronic communications options



★ **Grading Guidelines starting April 6, 2020 - Grades PK-1**

- Assign **ONE** grade per week per core content course/subject
 - Grade should be recorded as **Mastery, Approaches, or Not Yet**
 - Grade should be either Completion or Competency ensuring that by the end of the 9 weeks, there is a blend of both types of grades in each course/subject
 - Document all completion and competency grades in “gradebook”
 - Prompt feedback and/or grade from the teacher should follow the completion/submission of the assignment(s)
 - Music, Art and Physical Education will assign same grade for fourth marking period as assigned for the third marking period
- Special Education
 - For a student in which an ARD committee has determined modified grading is appropriate, modify the activity associated with the “completion” and “competency” assignment to the student’s level.
 - If modification of the general education activity is not possible based on the student’s level of functioning, develop an alternative “completion” or “competency” assignment. .
 - Most students in Special Education, however, should access the same grading standards as all students, when accommodations are provided.

★ **Grading Guidelines starting April 6, 2020 - Grades 2-5**

- Assign **ONE** grade per week per core content course/subject
 - Grade should be either Completion or Competency ensuring that by the end of the 9 weeks, there is a blend of both types of grades in each course/subject
- Prompt feedback and/or grade from the teacher should follow the completion/submission of the assignment(s)
- Focus on essential knowledge and skills required to ensure academic success in the current grade and be adequately prepared for the following grade level
- All grades will be considered **equal**
 - No designation/classification between Daily or Major grades
- Document all completion and competency grades in “gradebook”



- Music, Art and Physical Education will assign same grade for fourth marking period as assigned for the third marking period
- Special Education
 - For a student in which an ARD committee has determined modified grading is appropriate, modify the activity associated with the “completion” and “competency” assignment to the student’s level.
 - If modification of the general education activity is not possible based on the student’s level of functioning, develop an alternative “completion” or “competency” assignment.
 - Most students in Special Education, however, should access the same grading standards as all students, when accommodations are provided.

★ **Grading Guidelines starting April 6, 2020 - GRADES 6-12**

- Assign Maximum of **TWO** grades per week, per course/subject
 - **ONE** “completion” grade per week, per course/subject
 - **ONE** “competency” grade per week, per course/subject
- Prompt feedback and/or grade from the teacher should follow the completion/submission of the assignment(s)
- Focus on essential knowledge and skills required to ensure academic success in the current grade and be adequately prepared for the following grade level
- All grades will be considered **equal**
 - No designation/classification between Daily or Major grades
- Document all completion and competency grades in “gradebook”
- Special Education
 - For a student in which an ARD committee has determined modified grading is appropriate, modify the activity and/or the rubric associated with the “completion” and “competency” assignment to the student’s level.
 - If modification of the general education activity or rubric is not possible based on the student’s level of functioning, develop an alternative “completion” or “competency” assignment and/or rubric.
 - Most students in Special Education, however, should access the same grading standards as all students, when accommodations are provided.



★ **Final Exams, Grade Point Average, Course Credit, Class Rank, & Graduation**

- **Final Exams:**
 - There will be no final exams for the Spring 2020 semester. Semester averages will be based on an average of the 3rd nine-weeks and the higher of the 3rd and 4th nine-weeks grade.
- **GPA:**
 - **Per guidance from TEA, MP4** (Marking Period 4) grades will not be calculated into the final grade point average if doing so damages a student's academic standing. If the MP4 average is lower than the MP3 average, the MP3 average will be used in place of the MP4 average for awarding credit and ranking
- **DC & AP courses**
 - For TISD purposes, the same grading guidelines will be used for high school grades. If LSC Tomball requires additional grades based on dual credit requirements, those guidelines will apply to dual credit courses. TAP and AP courses will adhere to TISD grading guidelines. [LSC Tomball](#) [College Board AP](#)
- **Make up credit** due to attendance requirements not being met (in previous academic school years or during Fall 2019) will still continue
 - TEA has waived mandatory attendance requirements for Spring 2020
- All **Seniors** (*Class of 2020*) in danger of not earning credits for graduation will be academically monitored during the period of remote learning and an individual remediation plan will be put in place to assist the student in reaching graduation.