



May 1, 2020

Dear LEARN Community,

In the past several weeks, we have partnered together to enter into a new world of online education. We have all been learning to navigate this new reality while striving to do the best for every child and family. Through the feedback of students, families, and educators, we have continued to improve our approach. Thank you for your contributions toward our improvement efforts.

We now turn attention to grading and feedback for our online learning opportunities. While we do not yet know when we will return to school, we do know that the vast majority of this final marking term will be conducted virtually. Discussion of how to grade student work in this time has varied across the country and in our own state.

At LEARN, we are guided by our agency goals. Our first agency goal is “to provide exemplary, innovative, and equitable school-based programs that advance achievement for all students and nurture the cognitive, physical, and emotional well-being of students in safe, respectful, rigorous, and diverse learning communities.”

To that end, we are prioritizing our instruction and feedback on the students’ habits of success as learners, key learning outcomes, and the development of skills that are most critical to our students’ growth as learners and as people. As an agency, we continue to be concerned that any online learning format is amplifying long standing equity issues such as the inability of many students to access and engage in online learning due to a variety of factors. We want to assure that our grading practices encourage meaningful learning while not reinforcing negative outcomes for students due to factors outside of their control.

**Based on these factors, LEARN will make the following adjustments to grading in grades PK-8:**

- Teachers and administrators will work in teams to identify grade-level “priority standards” and skills which they will use to focus instruction for the remainder of the closure.
- Teachers will design and deliver instruction focused on these instructional priorities.
- Teachers will continue to provide regular and ongoing feedback to support student learning.
- Teachers will view student work as a portfolio of learning to provide report card feedback on priority standards and skills. Standards and skills not taught during the time of closure will be recorded as “Not Assessed.”
- If a teacher is unable to assess a student’s growth due to limited work submission or other factors related to the closure, the report card will indicate “Insufficient Evidence.”

Ongoing learning is important during this time of closure. Teachers are working hard to provide focused instruction on what is most important and in the best interest of students’ ongoing growth. Moving forward, we strive to provide a grading and feedback approach that does the same.

Thank you for your ongoing partnership. If you have any questions, please do not hesitate to reach out to one of us or to your building principal.

Respectfully,

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