

Gibbon Public Schools



Grading Policy Alternate Learning Environment

Board Policy 611.05 outlines the superintendent's role in the development and implementation of guidelines for grading practices. Understanding the traditional school setting ended abruptly, and school quickly transitioned to an alternate learning environment, students were unable to attend to certain tasks or prepare for new learning experiences. The superintendent worked in collaboration with classroom teachers to discuss and identify the manner in which grading will occur in an alternative learning environment. This grading policy reflects education's current reality.

Focus: According to board policy, "grades should reflect the level of student achievement in the knowledge and skills specified by grade level or course objectives." For Gibbon Public Schools, the knowledge and skills are identified through "priority standards" and the level of performance students must achieve is articulated through proficiency scales.

Teachers will identify the priority standards deemed most essential while learning continues in an alternate learning environment, will communicate those standards to their students, and will specify the level of performance expected for proficient work. The body of evidence required to exhibit proficiency will be determined by the individual teacher.

Student work that is missing prior to transition to an alternate learning environment.

Each classroom teacher will work with individual students who are missing or have yet to complete assigned work prior to moving to an alternate learning environment.

The classroom teacher will determine the product to be generated by the student, and describe the amount of information (body of evidence) required for the student to show proficiency on a priority standard.

The manner in which work is submitted by the student will be defined by the teacher. This may be through pictures taken and sent through email or Schoology, showing work on Zoom, or other methods determined by the classroom teacher.

A final grade will be determined based on the student's level of performance.

After transitioning to an alternate learning environment.

Core Classes. Teachers will determine the priority standard, the level of performance, and the products to be generated by students. Please note. Students should be aware of timelines developed for the completion of tasks and contact their teacher whenever they have questions.

Once work is completed and submitted by the student, the classroom teacher will assign a grade based on the level of performance defined by the teacher, and supported by the body of evidence confirming the level of proficiency.

Junior High Quarter Classes and Non-Core Classes (Robotics, Band, Choir, etc.) Educational practices will reflect those in core classes. Grades will be issued on a Pass/Fail basis.