

KALC Remote Grading Policies, Practices, and Guardrails

Grading Distribution (Core Across KALC)	
Category	Purpose
10% Engagement & Exec. Funct.	Signal trends and acknowledge/hold students accountable for timely task submission or attendance
10% Formative Assessment	Gauge understanding early in the content cycle; signal readiness for upcoming minor summative
20% Minor Summative	Gauge understanding later in the content cycle; signal readiness for upcoming major summative
60% Major Summative	Gauge understanding toward the end of the content cycle; feedback from minors support readiness

Grading Floors (Core across KALC)

At KALC, we use grading floors for all assignments to ensure that no one assignment has a disproportionate impact on a student's overall grade. The floor of 50 applies to every grading category, including executive functioning/engagement. By having a slightly different score for incomplete and attempted assignments, teachers have slightly more information to better examine potential barriers.

An incomplete assignment is signaled in the gradebook with a 50%.

The floor for an attempted assignment is 55%.

Late Work & Retakes/Resubmissions (Core across KALC)

For any assignment entered into PowerSchool, the full credit must remain available for a minimum of 3 school days.

- For **late formatives, minors, and majors**, the window begins on the original due date.
- For **re-takes/re-submissions of major summative assessments**, the window begins once the grade is entered in PowerSchool.

To retake a major summative or submit a late assignment, students must attend office hours within that 3-day window to connect with the teacher. For example, if an assignment is due on Tuesday, students must attend office hours on Wednesday, Thursday, or Friday and submit by Friday.

Retakes and resubmissions are prioritized for major summatives as they are often the “final” opportunity for a student to demonstrate their understanding of a concept or skill set. This also supports a more manageable access point for student action across multiple courses.

Grade replacement is prioritized and expected for formative assessment and minor summative assessment grades.

For example, when a student's minor summative indicates a stronger understanding of a gap demonstrated on a previous formative assessment, the formative assessment grade should be updated to reflect the most recent understanding. This would also apply to any updated understanding reflected across a minor summative and a major summative. If grade replacement is a sound practice from major summative to major summative (e.g. lab report quality strengthens throughout the quarter), it is an available option. The skillset or content assessed on the two major summatives should be tightly aligned to use this method.

Note: Student grades can only strengthen using this method, as it will not be applied for gaps that widen or surface as time passes. Widening gaps, however, would be a signal to the teacher that cumulative review is necessary.

Beyond the 3-day Window

If a student submits work beyond the agreed upon window, but within 10 school days, students may earn up to 80% of their raw score. For example, if a student turns in an assignment 8 days late and they score a 90, their entered grade would be a 72. ($90 \times 0.8 = 72$)

Beyond the 10-day window, teachers are not required to award credit beyond the floor of 50%. Case-by-case exceptions are permitted at the teacher's discretion.

Executive Functioning and Engagement grades may be reduced to reflect late submission immediately after the due date.

Whys, What Ifs, and Wiggle Room

Why 3 days for late work and retakes?

We believe 3 days communicates urgency and grace. We believe 3 days decreases the chance of widening learning gaps as content will still be relevant and fresh for students.

What if a student is unable to attend office hours within 3 days?

First, we ask that teachers align on the overall expectation to attend office hours in order to submit late work. This is to provide a clear "e-structure" to guide their remote advocacy skills. Ultimately, teachers have discretion to make exceptions for students who **communicate** a barrier to office hours. However, teachers who make exceptions should ensure that the original barrier to submission is solved (content, technology, time).

What if I as a teacher need more than 3 days to support students before they submit/re-submit assignments?

Be clear with students that you need to extend the window for this assignment and when the new deadline is. When revising timelines, consider whether a gap in understanding will be compounded for future assignments.

Note: If <70% of students earn a passing score on any given graded assignment, teachers should pivot to re-teaching the content within their class periods. In these instances, teachers must be transparent with students about the what, when, and why. (See GPA as a Gateway on the next page.)

How do we hold students accountable/signal to families that students missed the initial deadline.

Keep in mind that grades on their own hold specific students accountable, not all. And, teachers are invited to leverage an executive functioning grade if they feel strongly that the missed deadline should be signaled in PowerSchool.

How do I view my student's grades in Power School?

The website is: kipplynn.powerschool.com/public. You first need to create your own account and username. Then you will use your child's name and his or her Confidential ID and Password to link your him or her to your account. When you type in the child's name, type the last name first and the first name second, separated by a comma. An example would be Smith, John. If you do not know your ID and/or password, please contact the school at 781-4788-0087 or your student's advisor. If you have internet access at home or at work you can view the grades of your child at any time. Please keep your passwords confidential so only you can access the information. You can also download the PowerSchool App for Parents from the Google Play store or from iTunes. When you are prompted for our school's code, please use FLND.

What if an assessment later in the quarter reflects a level of mastery that would improve an earlier, content-aligned grade?

Ideally, an end-of-quarter grade reflects a student's overall mastery of the content in the course. Any assignment that calculates into that end-of-quarter grade is a snapshot in time. If a student demonstrates a deeper understanding of content that they previously scored poorly on, teachers should strongly consider updating the earlier grade to reflect the updated depth of understanding. A related, but more general approach is to drop 1-3 of a student's lowest grades before closing any given quarter. This can help minimize the impact of any impact of any one assignment. Given that no attempt to measure mastery is perfect and student performance can be impacted by any number of external factors,

GPA as a Gateway (Revised from Fall 2019)

GPA, like the ACT, has a direct impact on the opportunities available to students after KALC. We have little to no influence over whether the ACT fairly measures the achievement and capacity of our students. **The Class of 2021 does not even have the OPTION of submitting ACTs.** Given our influence over the fairness and accuracy of what GPA signals about students at KALC, we have a great responsibility to ensure our grading practices are meaningful, fair and frequently examined. At our best, grades entered in PowerSchool are one of many forms of feedback to students.

At KALC we reject the notion that we need to replicate rigid or inequitable systems, policies, and practices in order to prepare students for the rigid and inequitable systems they may face in the future. We do believe in high expectations, high support, and transparency about what may come next.

At KALC we acknowledge how our own educational experiences have impacted our perception of grades and we do not assume they apply to others. We do not underestimate the impact grades can have on a student's ever-developing identity as a learner, always acknowledging and never minimizing or dismissing student responses to their grades.

At KALC - particularly in 2020-21 - we prioritize student understanding of critical content over pacing calendars or "coverage" of our full courses. We believe that high failure rates and low mean average scores on any given assignment signal gaps in instruction and/or the assignment itself.

Interrogating and addressing these gaps are a critical and natural part of the teaching cycle. We actively reject the premise that high failure rates or low mean average scores with rigor of content. We also do not conflate high pass rates or high mean average scores with lack of rigor.

At KALC we prefer high quality assignments with multiple opportunities to receive and implement feedback to a specific quantity of grades. The most powerful grading cadence is thoughtfully mapped out, illuminates the alignment from one assignment to the next, and transparently signals student progress toward meaningful learning outcomes.