



## ASSESSMENT POLICY IN THE TIME OF COVID-19

During the process of moving to an online platform for our educational program, we have been working with colleagues in CAIS (California Association of Independent Schools) as well as other educational leaders locally, state-wide, and nationally as well as our faculty to determine a fair and equitable assessment policy for third and fourth quarter grades. Our decisions are based on similar approaches being adopted by these other educators in light of all the factors under consideration during the time of COVID-19.

### ***Third Quarter***

For third quarter grades, we believe that any work students completed through March 13 can closely reflect their proficiency of standards taught from Jan. 27 onward. During the transition period of March 18-27, middle schoolers who were able to submit quality work considering the conditions at that time will get credit; those who were not able to will not be penalized.

Therefore, we will be mailing a **third quarter report card for BOTH lower and middle school on May 1**. (Typically, for middle school, third quarter grades are provided in a progress report that is not official, but we would like to honor the work done in the third quarter with official grades).

### ***Fourth Quarter***

For the fourth quarter grades, during the period of remote learning, we have devised an assessment policy that upholds important beliefs and principles about student learning during this time:

- Our focus is mainly on learning and progress and not on letter grades
- It is important to provide feedback for students to grow in their learning
- It is difficult to ensure academic honesty in an online platform; grades need to be an authentic reflection of student work to be the basis for authentic grades
- Conditions in a remote learning environment are not always equitable with a myriad of unknown factors that can affect the student's learning at home
- Students should be encouraged to pursue learning goals with the expectation that they continue to do their best and are accountable for good work
- All schools throughout the country are adjusting their assessment policies and will be taking the current situation into consideration in their admissions and evaluation policies for students who will be transferring to or applying to high schools in the near future

With these principles in mind, for work assigned during the fourth quarter:

- Teachers will use a 3-tiered approach to assessment in the fourth quarter only and will assign a numerical value to assignments according to this new approach:

- 80-100% = Meeting Expectations
- 60-79% = Approaching Expectations
- Below 60% = Not Meeting Expectations
- Teachers will determine if an assignment is acceptable or not acceptable in overall quality and may ask a student to redo an assignment.
- **These assessments will be available in RenWeb Gradebook for students and parents to see according to the new scale after May 6 (after third quarter grades are sent home and the Gradebook is set up with the new system).**
- If parents have concerns about how their child is doing, please reach out to the classroom or subject teacher for further discussion.
- In June, the school will provide a “Remote Learning Report Card” showing whether students are meeting expectations, approaching expectations, or not meeting expectations, along with narrative feedback. This will accompany the official report card for Quarters 1-3 and be part of each student’s academic record.

**Additional Note: Continuity of Learning**

As part of the important work to ensure continuity of learning in the academic subjects, the faculty will be taking time in the next couple of weeks to review their annual pacing guides. Pacing guides are designed at the beginning of each year to give teachers a guideline for what and when to cover in terms of academic standards using their textbooks, Common Core, State, and BIAE standards, depending on the subject area.

In light of this new situation and adjustments to the learning format through the online platform and changes in scheduling, teachers will be reviewing their pacing guides to determine priorities for the realistic completion of curricular standards from now through June 11. This will allow us to determine if there are any gaps that would need to be independently addressed over the summer or at the start of the new school year.