

HANCOCK CENTRAL SCHOOL DISTRICT
Modified Grading System©

Terrance P. Dougherty, Ph.D.*
Phase II Completed Draft: April 15, 2020



Hancock Central School District

The Wildcat Pledge: We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Our Vision: Striving for excellence as an innovative, advanced and reflective school community.

Core Beliefs:

- Our mindset: We do whatever it takes to ensure continuous growth because we believe each of us can learn.
- Collaboration: We work better together, always.
- Innovation: We embrace creativity and advancing technology.
- Integrity: We trust, respect, support and care for one another.
- Learning environment: Our approach is engaging, learner-centered and adaptable to individual needs.
- Student centered: We put students first.

Hancock Central School District Modified Grading System© Terrance P. Dougherty, Ph.D.* Phase II Completed Draft: April 20, 2020

The COVID-19 pandemic caused school buildings to close after the first half of the 2019-20 school year and instruction to shift to a remote learning environment. This presents various challenges for students in accessing learning experiences that meet their needs and in demonstrating mastery to their teachers. This also presents challenges for teachers in providing the high-quality instructional services we offer in our buildings and in assessing student progress.

The Hancock Central School District is dedicated to preparing our students for college, life, and work beyond school and is committed to ensuring the best possible learning opportunities for students in this challenging situation. It is our deeply held commitment that our students' learning trajectories will not suffer during this pandemic crisis, and we are taking every possible action to ensure instructional continuity. To this end, the *HCSD Modified Grading System* © features innovative scoring through a blended approach to evaluating student learning progress using prior student work, teacher feedback and student self-assessment.

At the K-8 level, we will be using a comprehensive rubric to assess student progress from the first three quarters of the year (in-building learning) and the fourth quarter of the year (remote learning) to arrive at a final proficiency rating. Students assessed as proficient, advanced proficient or advanced proficient with distinction will advance to the next grade level. Students who are assessed as minimally proficient will advance to the next grade level after having attended summer school or an enrichment equivalent.

At the 9-12 level, and for 8th graders who are receiving high school credit, the *HCSD Modified Grading System* © will be used to assess a student's fourth quarter grade. This grade will be calculated based on a combination of the student's performance in the first three quarters (as a benchmarking for his/her progress); the teacher's assessment of the student's achievement during the remote learning period; the student's self-assessment; and an administrator's assessment.

* The Hancock Modified Scoring System© is the exclusive intellectual property of Terrance P. Dougherty, Ph.D. The author gratefully acknowledges Julie Bergman, Jackie Beamer, Michael MacDonald, Ed.D., Diane Meredith, Albert Penna, Ed.D. and Nancy Sulla, Ed.D. (IDE Corp) for their outstanding editing and technical support.

2019-20 HCS D Modified Scoring System© Implementation Timeline



2019-20 *HCSD Modified Grading System* ©

Suggested Process Guidance for Teachers

Step 1:

Complete one *HCSD Modified Grading System* ©*Teacher-Administrator Collaborative Student Checkup* [Special Education teachers please consult with your General Education colleague(s)] for each student.

Step 2:

K-6 Teachers, working collaboratively with Special Education teachers (as required), refer to Row 2 (***Teacher Evaluation of Student Work After School Closure***) on the *HCSD Modified Grading System* ©K-8 Rubric. For each student, submit **one** overall rating.

7-8 Teachers, working collaboratively as a grade-level team with Special Education teachers (as required), refer to Row 2 (***Teacher Evaluation of Student Work After School Closure***) on the *HCSD Modified Grading System* ©K-8 Rubric. For each student, submit **one** overall rating.

K-8 Encore Teachers working collaboratively with Special Education teachers (as required), refer to Row 3 (***Teacher Evaluation of Student Work After School Closure***) on the *HCSD Modified Grading System* ©K-8 Rubric. For each student, submit **one** overall rating.

9-12 Subject area teachers, working collaboratively with 9-12 Special Education teachers (as required), refer to Row 2 (***Teacher Evaluation of Student Work After School Closure***) on the *HCSD Modified Grading System* ©9-12 Rubric. For each student, for each subject area, submit one rating.

Step 3:

Determine the student's level of performance on the *HCSD Modified Grading System* ©K-8 or 9-12 Rubric based upon the completed *HCSD Modified Grading System* ©*Teacher-Administrator Collaborative Student Checkup*.

Step 4:

Return to the *HCSD Modified Grading System* ©*Teacher-Administrator Collaborative Student Checkup* and mark the corresponding student level (Novice, Apprentice, Practitioner, Master).

Step 5:

Sign, date and submit completed document (one per student) to your building administrator.

2019-20 *HCS D Modified Grading System* ©

Suggested Process Guidance for Administrators, Grades 9-12 and Grade 8 Earning HS Credit

Step 1:

Review report card data for each individual student **for each subject** to determine academic progress prior to school closure. Calculate an average of Q1, Q2, Q3 for each subject; enter rating from rubric on *HCS D Modified Grading System* © *Scoring Tool*.

Step 2:

For each subject, collect *HCS D Modified Grading System* © Teacher-Administrator Collaborative Student Checkup documents for each subject; enter rating on *HCS D Modified Grading System* © *Scoring Tool*.

Step 3:

For each subject, enter *HCS D Modified Grading System* © Student Self-Assessment Checklist rating (Novice or Master, only)*.

*Please note a student completes only one *HCS D Modified Grading System* © Student Self-Assessment Checklist which will be applied to all subjects.

Step 4:

For each subject, enter Administrative Judgment rating.

Step 5:

For each subject, enter the **same** modifiers. For continuity purposes, the modifiers must remain consistent across all content areas.

Step 6:

PRINT DOCUMENT OR SAVE AS PDF prior to starting calculation for next student.

2019-20 *HCSD Modified Grading System* ©

Suggested Process Guidance for Administrators, Grades K-8 Students NOT Earning HS Credit in Hancock

Step 1: Teacher Evaluation of Student Work Before Closure

Review report card data for each individual student **for all subjects** to determine academic progress prior to school closure. Calculate the combined overall average of Q1, Q2, Q3 for all subjects; enter rating from rubric on *HCSD Modified Grading System* © Scoring Tool.

Step 2: Teacher Evaluation of Student Work After Closure

For each student enter teachers' collaborative rating.

Step 3: Encore Teachers' Evaluation of Student Work After Closure

For each student, enter Encore Teachers' collaborative rating.

Step 4: Students' Self-Assessment

Enter *HCSD Modified Grading System* © Student Self-Assessment Checklist rating (Novice or Master, only).

Step 5: Administrative Judgment

Enter Administrative Judgment rating.

Step 6:

Enter the **same** modifiers. For continuity purposes, the modifiers must remain consistent across all content areas.

Step 7:

PRINT DOCUMENT prior to starting calculation for next student.

-----Minimally Proficient ----- Proficient ----- Advanced Proficient---w/distinction

K 8 Rubric	Novice	Apprentice	Practitioner	Master
Evaluation of Student Report Card Before School Closure <i>(Administrator)</i>	When calculating a grade based on all aspects of student work while school was in session, the student earned less than a passing grade. (K-2= N)	When calculating a grade based on all aspects of student work while school was in session, the student earned a passing grade below 75%. (K-2= I)	When calculating a grade based on all aspects of student work while school was in session, the student earned a grade between 75% and 89%. (K-2= S)	When calculating a grade based on all aspects of student work while school was in session, the student earned a grade of 90% or higher (95% with Distinction). (K-2= O)
Teacher Evaluation of Student Work After School Closure <i>(Teacher via Teacher-Administrator Collaborative Student Checkup)</i>	When taking into account completed assignments, participation, phone calls or video conferences with students, and any other related achievement data, combined with the teacher's assessment of his/her support of the student, the student produced basic work which will require close monitoring moving forward.	When taking into account completed assignments, participation, phone calls or video conferences with students, and any other related achievement data, combined with the teacher's assessment of his/her support of the student, the student produced basic-proficient work.	When taking into account completed assignments, participation, phone calls or video conferences with students, and any other related achievement data, combined with the teacher's assessment of his/her support of the student, the student produced proficient work.	When taking into account completed assignments, participation, phone calls or video conferences with students, and any other related achievement data, combined with the teacher's assessment of his/her support of the student, the student produced advanced work.
Encore Teachers' Evaluation of Student Work After School Closure <i>(Teacher via Teacher-Administrator Collaborative Student Checkup)</i>	Based on the full year's engagement, the student demonstrates minimal participation and engagement.	Based on the full year's engagement, the student demonstrates an attempt at participation and engagement.	Based on the full year's engagement, the student demonstrates meaningful participation and engagement.	Based on the full year's engagement, the student demonstrates meaningful participation and exceptional engagement.
Student Self-Assessment <i>(Administrator)</i>	Based on an end-of-year student self-assessment, the student determines that s/he is unable to demonstrate proficiency of his/her learning goals.	Based on an end-of-year student self-assessment, the student determines that s/he is able to demonstrate proficiency for some of his/her learning goals.	Based on an end-of-year student self-assessment, the student determines that s/he is able to demonstrate proficiency of most of his/her learning goals.	Based on an end-of-year student self-assessment, the student determines that s/he is able to demonstrate mastery of most or all of his/her learning goals.
Administrative Judgment <i>(Administrator)</i>	Based on a review of all available data, the school or district administrator believes that the student has passed for the year, but summer enrichment is strongly encouraged.	Based on a review of all available data, the school or district administrator believes that the student has earned a minimally passing grade for the school year.	Based on a review of all available data, the school or district administrator believes that the student has earned at least a proficient grade for the school year.	Based on a review of all available data, the school or district administrator believes that the student has earned at least an advanced grade for the school year.

Terminology aligned to NYSED/ESSA accountability: <http://www.nysed.gov/common/nysed/files/programs/essa/nys-essa-plan-summary.pdf> (p. 27) Terrance P. Dougherty, Ph.D.©

9 12 Rubric	Novice	Apprentice	Practitioner	Master
Evaluation of Student Report Card Before School Closure (Administrator)	When calculating a grade based on all aspects of student work while school was in session, the student earned less than a passing grade.	When calculating a grade based on all aspects of student work while school was in session, the student earned a passing grade between 65% and 79%.	When calculating a grade based on all aspects of student work while school was in session, the student earned a grade between 80% and 94%.	When calculating a grade based on all aspects of student work while school was in session, the student earned a grade of 95% or higher.
Teacher Evaluation of Student Work After School Closure (Teacher via Teacher-Administrator Collaborative Student Checkup)	When taking into account completed assignments, participation, phone calls or video conferences with students, and any other related achievement data, combined with the teacher's assessment of his/her support of the student, the student produced basic work which will require close monitoring moving forward.	When taking into account completed assignments, participation, phone calls or video conferences with students, and any other related achievement data, combined with the teacher's assessment of his/her support of the student, the student produced basic-proficient work.	When taking into account completed assignments, participation, phone calls or video conferences with students, and any other related achievement data, combined with the teacher's assessment of his/her support of the student, the student produced proficient work.	When taking into account completed assignments, participation, phone calls or video conferences with students, and any other related achievement data, combined with the teacher's assessment of his/her support of the student, the student produced advanced work.
Student Self-Assessment (Administrator)	Based on an end-of-year student self-assessment, the student determines that s/he is unable to demonstrate proficiency of his/her learning goals.	Based on an end-of-year student self-assessment, the student determines that s/he is able to demonstrate proficiency for some of his/her learning goals.	Based on an end-of-year student self-assessment, the student determines that s/he is able to demonstrate proficiency of most of his/her learning goals.	Based on an end-of-year student self-assessment, the student determines that s/he is able to demonstrate mastery of most or all of his/her learning goals.
Administrative Judgment (Administrator)	Based on a review of all available data, the school or district administrator believes that the student has passed for the year, but summer enrichment is strongly encouraged.	Based on a review of all available data, the school or district administrator believes that the student has earned a minimally passing grade for the school year.	Based on a review of all available data, the school or district administrator believes that the student has earned at least a proficient grade for the school year.	Based on a review of all available data, the school or district administrator believes that the student has earned at least an advanced grade for the school year.

Terminology aligned to NYSED/ESSA accountability: <http://www.nysed.gov/common/nysed/files/programs/essa/nys-essa-plan-summary.pdf> (p. 27) Terrance P. Dougherty, Ph.D.©

ADMINISTRATIVE ADJUSTMENTS Based on Equity Factors

The district recognizes there are several factors that could prevent a student from achieving at a level similar to that which would have occurred were schools in session on site with much greater teacher-pupil contact. The school or district administrator will use the following factors to adjust the determination of a student's academic progress based on the following equity factors where appropriate:

- Economic Status – Students are identified based on receipt of free or reduced lunch. Research shows students who live in homes that are financially disadvantaged have more difficulty succeeding in school. As such, the Federal government provides additional funding to schools to ensure students receive increased support in their academic studies. The additional personal attention that might otherwise be available to students within the school building may be more difficult to provide and thus less effective when attempting to do so via remote or computer-based means.

Free Lunch?	Reduced Lunch?	COVID-19 Impact?
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- Special Education Status – Students are identified based on a 504 or IEP classification. Research indicates students with learning disabilities may find it more difficult to self-manage, follow directions, and learn in a remote learning environment without the additional supports provided when instruction takes place in the school building.

504 Status?	IEP?
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- Cultural/Language Considerations – Students from diverse cultural backgrounds and/or who live in homes where English is not the first or primary language may find it difficult to make sound educational choices due to unfamiliarity with American customs, social expectations, and cultural references. (<https://www.edglossary.org/equity/>)

ENL?	ELL?
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- Technology Accessibility – Research and educational practice indicate students with limited access to technology and the Internet may find it difficult to take advantage of the instruction available through computer-based means. Additionally, some students may not have technology support at home. Application of this modifier will be determined through a district-developed survey instrument.

Technology Hardship?

- Effort – Students who have other hardship issues that affect their ability to perform academically may be putting in a significant effort, which should be taken in account. Application of this modifier will be determined by a school or district administrator.

Effort Hardship?