Attendance and Engagement Levels

Grading, Assessment and Homework Practices for Learners and Families
Grading
Face to face (in-person) and remote (at-home) distance learning will follow the same grading guidelines set by the district. PK-3rd grade will report out using standards-based grading practices. 4th and 5th grade will follow the expectations for elementary and 6th-12th will follow the expectations for secondary. All learners must adhere to the CISD Code of Conduct for any issues where academic integrity/cheating might occur.

Assessment
Educators will be analyzing various pieces of data throughout the year in order to give and receive feedback with both face to face and remote learners. It will be crucial for learners to be engaged in the learning provided and actively participating each day. There will be activities and assignments that will need to be turned in through Schoology along with hands-on and video connections throughout the learning experiences. The district will also be using specific learning assessment tools such as NWEA MAP (K-9), iStation (PK-8), Dreambox (K-8), Raz Kids (PK-5), Reflex Math (PK-5), Membean (6-12), Peardeck (K-12), Bulb Digital Portfolios, as well as other online tools to measure growth within the learning process. Learners receiving specialized supports and/or accommodations in various areas such as Special Education, 504, Dyslexia, English Language Supports, Gifted and Talented Supports will also have data collected to support their overall learning needs.

Homework Practices
As a district, we realize in having face to face (in-person) and remote learning (at-home), that many of our learners will already be doing “work at home”. Therefore, we will make every effort to allow for independent practice of skills to happen within the academic learning day. This way there will not be additional need to practice skills at home after school hours. There may be times in which learners are having to complete assignments outside of the academic learning day, but we will do our best to monitor and not assign daily homework. Parents/Guardians may always choose to have their child do additional practice with online resources/databases, reading of library books/ebooks or paper-based or digital writing activities.

CISD Attendance and Engagement Levels

Attendance Face to Face (in-person)
Attendance for face to face learners will continue to follow the attendance policies set by the district and state for learning. It is an expectation that learners are coming to school each day and completing tasks/assignments within the learning. Please see the following information on the CISD District Website concerning attendance or reach out to your campus for specific attendance questions you may have during the year.

Attendance Remote (at-home)
Attendance for remote asynchronous learning requires tracking from the district/campus of at least one or more of the following factors per the Texas Education Agency (TEA):
- Data from Learning Management System (Schoology) showing progress made that day
- Curricular progress evidenced from educator/learner interactions made that day
- Completion and submission of assignments planned for that day

The district and campuses will be using various data reports to show learner engagement within our systems along with educator feedback on learner interactions/participation in the learning each day. Attendance will be recorded one day after learning in order for reports to capture any interactions with learning that might happen after school hours (up until 11:59PM). Example: Learning occurs on August 19th so attendance Details for remote learning are being updated with district policy and will be available on the CISD District Website.

CISD Grading, Assessment, and Homework Practices

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### Coppell ISD Minimum Expectations for Grading Practices 2020–2021

<table>
<thead>
<tr>
<th>Name of Reporting Category</th>
<th>Percentage of Average</th>
<th>Coppell ISD Minimum Expectation of Grades in Content Category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Tasks</strong></td>
<td>55%</td>
<td>Elementary: 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary: 4</td>
</tr>
<tr>
<td>A performance task is any learning activity or assessment that asks students to perform and/or demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serves as evidence of learning. These could also include small tasks or activities, completion of chunked steps of a larger assignment, active participation in and contribution to collaborative activities, daily or weekly checks for understanding or completion, exit tickets, and certain lab or project reporting elements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summative Assessments</strong></td>
<td>45%</td>
<td>2</td>
</tr>
<tr>
<td>Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***DLI Grading Practices – Linked here***

***New Tech High categorizes reporting categories in alignment with the New Tech Network learning outcomes.***

***Pre-K, Kindergarten, 1st, 2nd and 3rd Grade – uses standards-based grading practices and rubrics***

***All CISD grading practices and policies will remain the same for face to face (in-person) learning and remote (at-home) distance learning.***
***Academic integrity will be enforced for face to face (in person) learning and remote (at-home) distance learning.*** Learners shall not engage in cheating or copying the work of another person, plagiarism, deception, sabotage, or facilitation to assist another person in any of these practices. Unauthorized communication should not occur between students before, during, or after an assignment or an examination has been assigned or administered. Any unauthorized use, access, removal, stealing, taking, making an image, or using or storing an image of content-related material shall also be considered academic dishonesty. (See CISD Student Code of Conduct 2020–2021)

***Reassessment practice:*** Educators are required to provide the opportunity for reassessment with test grades in the Summative Assessment category for learners who score below a 70 during the marking period. Campus intervention practices must occur prior to reassessment, and the learner is responsible for attending designated re-teaching, tutoring or campus designed interventions. Anyone who scores below a 70 on a test within the Summative Assessment category has the opportunity to reassess for a score up to 70%, but no higher.

***Educators do not need to reassess other assignments up to 70%; however, they need to give opportunities for learners to show evidence of learning, as zeros should only be an option after all other campus-based strategies have been exhausted. It is required that parent notification occurs and as a district understand that reassessment is always a best practice for learning.***

***No semester exams or spring final exams will be given 6th-12th grade.*** Educators will have a summative assessment that will be part of their 2nd and 4th nine week grades designed to comprehensively measure overall growth. These will be given near the end of the 2nd and 4th nine weeks, and the reassessment practice does not apply to these summative assessments.

***Course Grade Point Average (GPA) Weighting***

All course GPA weightings, whether a learner is participating in face to face (in-person) instruction or remote (at-home) instruction, will remain as published in the campus course guides.