**Archdiocese of Seattle Office for Catholic Schools: Distance Learning & Assessment Guidelines during the COVID-19 Crisis**

**INSTRUCTION**

**How should instruction be delivered during distance learning?**

A combination of synchronous and asynchronous learning opportunities should be provided. Any synchronous learning facilitated should be recorded and made available to students who are not able to access the learning at the scheduled time. All students and families have different realities right now, so educators should be mindful of making learning accessible to everyone through flexible options. Learning might be a combination of teacher office hours, recorded video instruction, independent assignments, and short live video lessons, for example.

**How much instruction is recommended daily?**

OSPI guidance suggests the following time allocations for maximum student commitment each day. We recommend that Archdiocesan schools do not exceed 1.5 times the amount of daily student learning time recommended by OSPI. These times reflect total time for asynchronous and synchronous learning activities.

|  | **OSPI Recommendations** | **Archdiocesan Recommendations** |
| --- | --- | --- |
| **Pre- K** | 30 minutes | 30 - 45 minutes |
| **K-1** | 45 minutes | 45 - 70 minutes |
| **2-3** | 60 minutes | 60 - 90 minutes |
| **4-5** | 90 minutes | 90 - 135 minutes |
| **6-8** | 150 minutes  | 150 - 225 minutes |
| **9-12** | 180 minutes | 180 - 270 minutes |

**How should teachers schedule their time during distance learning?**

Many teachers have families of their own and responsibilities at home that might prohibit them from working typical hours during this time. Teachers should not work in excess of their normal contracted hours, though their daily schedules may be different than when in a school building. We recommend that teachers meet the following expectations:

* Provide regularly scheduled office hours during which times students can receive assistance via phone, video conferencing, email, google classroom, or other means established by the teacher
* Respond to email inquiries within 24 hours during the school week
* Participate in all staff and team meetings as requested by the principal
* Provide students with feedback on assignments within a predetermined time frame. For example, students are expected to turn in assignments by Thursday, and can expect to receive feedback by Monday (this should be determined at the school level).

**ASSESSMENT**

**How should we assign grades for high school credit-bearing courses during distance learning?**

All students taking high school credit-bearing courses must receive a letter grade, but may not receive an F. Students may earn an *incomplete* for a credit-bearing course, and must be given the opportunity to complete the course via summer school, independent study, future online learning, next year, or another means of making up the credit determined by the school. For courses which require a letter grade, we recommend following the guidelines in the right-hand column of the table below.

For more information regarding these guidelines, you may wish to review the [explanation](https://www.youtube.com/watch?v=Op2-wokFU6A) provided by state Superintendent Chris Reykdal.

*Schools may wish to adopt these same guidelines for all 8th grade students, to provide consistent reports to high schools.*

**How should we assign grades for K-8 non credit-bearing courses during distance learning?**

|  | **If you traditionally use an A, B, C, D, F scale** | **If you traditionally use a standards-based grading approach** | **If you want to continue using an A, B, C, D, F scale *OR*****If you must use an A, B, C, D, F scale for HS credit-bearing courses**  |
| --- | --- | --- | --- |
| **Assignments** | Mark “complete” or “incomplete.” Provide feedback and require revisions / resubmissions as necessary | Continue to use a standards-based rubric to grade and provide feedback on assignments. Require revisions / resubmissions as necessary  | Mark assignments as you normally do, but provide multiple opportunities for students to make up, revise, and re-submit assignments. If students do not submit assignments, mark them “incomplete” instead of assigning a zero.  |
| **Trimester grades** | Assign “Pass” or “No Credit.” Pass = the student engaged in learning regularly and turned in assignments consistently  | Only provide feedback on standards addressed during the trimester. Mark other standards “not assessed.” If you covered the standard but the student did not turn in assignments linked to that standard, mark as “not assessed.”  | Students should earn the higher of: 1.) The grade they are earning for the current trimester based on assignments completed during distance learning OR 2.) An average of their grades for all three trimesters.  |
| **Final grades** | An average of the student’s grade for the first two trimesters | Only provide feedback on standards addressed during this school year. When determining mastery of standards, consider evidence of learning the student showed throughout the school year.  | Students should earn the higher of: 1.) An average of their grades for all three trimesters OR 2.) An average of their grades during the first two trimesters.  |

**Should we administer finals during distance learning?**

Because schools cannot guarantee that all students will have access to the same testing conditions / environment, it is not recommended that Archdiocesan schools administer finals this year. Schools who wish to utilize summative assessments might wish to explore portfolios and / or final projects as alternatives.

**How can we ensure fair and equitable supervision of at-home assessment?**

There is no way to ensure that all students have access to equitable at-home testing conditions. As such, we recommend project-based assessments or assessments which provide multiple means for students to demonstrate their learning. For example, a student could answer a question about a novel they are reading via a voice recording, written response, or multi-media presentation.

**What should we include on students’ report cards and final record cards?**

Trimester / semester report cards and the student’s permanent record cards should indicate “COVID-19” for any learning that occurs during the closure. If you wish to include a statement, you can write “Instruction from March 16, 2020 to the end of the 2019 - 2020 school year occurred via Distance Learning due to the COVID-19 pandemic.”

**How should we report attendance on report cards?**

Report attendance through March 12th normally on report cards. For all days after March 12th, you can designate “COVID-19” as the attendance marker.