



This document is intended to provide students and parents with clarifying information regarding the process of assessment of student learning during the Flexible Learning Plan. The position of Notre Dame High School is guided by our Assessment Philosophy; our professional learning on assessment and grading; best practices identified by educators throughout the country faced with similar circumstances; and, the recommendations of education specialists in grading and assessment.

Our educational approach is informed by the Hallmarks of a Notre Dame de Namur Learning Community and our school's graduation outcomes in order to "teach them what they need to know for life." These call us to ensure that each student's growth and progress is met with holistic consideration by our faculty and staff, in both on campus and remote learning spaces.

- Our goal during this time period is to continue student learning and to help students in the development of core skills. As such, we will provide feedback to students on the work submitted and completed.
- We recognize that during this time, there are equity issues that impact a student's learning. These include the ability to complete coursework, access materials and teacher support in a timely way, and meet daily challenges in their learning environment. As a result, we need to be flexible in our work with students and our approach to assessing their learning.
- We recognize that each family has different resources, needs and responsibilities. We are sensitive to the diversity within our community. As a result, our assessment practices must reflect a more individualized approach.
- When we implemented our Flexible Learning Program, we had completed eight weeks of instruction and were more than a third of the way through the semester. As a result, we will focus on helping students maintain or improve the grades they had earned when we began our flexible learning program.
- We want to be responsive to our current learning environment. As a result, assessment of student learning will focus on individual student achievement and student learning needs.

### Adopted Changes

**a) The end date for the 5th grade report will be Friday, April 24. The original end date was Thursday, April 9.**

- Students should not have any assigned work over the Easter break, Friday, April 9 through Sunday, April 19.
- No work will be assigned after Thursday, April 9th to allow students and faculty time to enjoy their break.
- Work assigned between Monday, April 6th and Thursday, April 9th should be completed by Thursday April 9th, or will be due during class time the week of April 20-23.



- The week of April 20-April 24 will be a Buffer Week. Students can use this time to submit any missing work and complete revisions or makeup work from the fifth grading cycle (March 2-April 24).
- During the week of April 20 through April 24 there should be no new assignments or assessments. Teachers will continue to do Zoom lessons/meetings on assigned days.

**b) We will continue to report student grades using A-F grades.**

- A student's earned grade will not be lower than it was at the end of the 4th grading period.
- Teachers and departments will outline a baseline of required work that will ensure that students maintain the grade earned at the end of the 4th grading period.
- Students can improve their grades and continue to work on mastery with the assessments created by teachers/departments.
- Grade reports will be sent home the week of April 27th.

Resources on Assessment during the COVID-19 School Shutdown:

- [Rick Wormeli Twitter Thread on Assessment and Grading](#)
- [Teaching and Assessing During Distance Learning via the COVID-19 School Shutdown is an Opportunity to Become Creative--Rick Wormeli,](#)