LYNN PUBLIC SCHOOLS

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Lynn Public Schools Grading Procedure

SY2019-2020

Grades K-5

Grades resulting from assessment during the first two trimesters will remain final. Lynn Public Schools elementary principals and staff will assess student performance using a designation of the grades from the first two trimesters or “incomplete” for a reasonable workload as recommended by the Department of Elementary and Secondary Education. Schools will follow DESE guidance (see below) for this determination.

Remote learning is not intended to replicate the traditional school day. Therefore, grading during remote learning is not intended to replicate that of the traditional school day. A determination of “incomplete” will only be made with ample evidence that the school afforded the student considerable flexibility with respect to whether the student had equitable access to learning opportunities during remote learning, taking into account technology, health, disability, and language challenges that may have adversely impacted academic performance.

A designation of “incomplete” during remote learning may be determined by, but not limited to:

- The extent to which students complete a portion of assignments to the best of their ability
- The extent to which students communicate with teachers and other school staff members about assignments to the best of their ability
- The extent to which students participate with LPS staff in Zoom, Class Dojo or other platforms to access the remote learning activities to the best of their ability

If a student does not complete any assigned work during remote learning despite emotional readiness, sound physical health, and access to appropriate supports by Lynn Public Schools staff, he/she may receive an “incomplete” designation, which will be determined in partnership with the student’s family.
Grades 6-12

At the secondary school level, remote learning is an opportunity for students to access and build upon prior learning in order to deepen understanding and mastery of the content, standards and skills.

Final grades for the year are determined by assessment of student performance during quarters 1, 2, and 3. Given that the shift to remote learning began before the conclusion of quarter 3, grades for that quarter were closed as of the last day school was in session (March 12, 2020). Students were eligible to receive grades of A, B, C, or P (Pass) for quarter 3. At the high school level, quarter 3 is GPA neutral. Final grades will be determined according to the following calculation:

For year-long classes: Q1 = 33.3%  Q2 = 33.3%  Q3=33.3%  (No Final Exams)

Half-year courses: Q3 will count 100%

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A designation of “Incomplete” during remote learning may be determined by, but not limited to:

- The extent to which students complete a portion of assignments to the best of their ability
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- The extent to which students participate with LPS staff in Zoom, Jupiter or other platforms to access the remote learning activities to the best of their ability

If a student does not complete any assigned work during remote learning despite emotional readiness, sound physical health, and access to appropriate supports by Lynn Public Schools staff, he/she may receive an “incomplete” designation, which will be determined in partnership with the student’s family.

Department of Elementary and Secondary Education Guidance

Feedback on student work and grading:

- To the extent practicable, teachers should provide feedback on student work completed at home. That said, if districts and schools have not already implemented policies regarding incomplete-bearing courses (determining incomplete for academic work at home), we strongly recommend that academic content be graded as “credit/no credit” so as to incentivize continuous learning while acknowledging the challenging situation we face. Non-incomplete bearing courses, such as those for elementary and middle school students, could incorporate other incentives to keep students motivated to continue their learning.
- Before moving forward with any determinations of “no credit”, we strongly urge districts and schools to consider whether the students have had equitable access to learning opportunities during remote learning, keeping in mind the variety of technology, health, disability, and language challenges that could occur.