

Semester 2: Online Learning Guidance



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Graded Assignments

PK-2: Teachers are required to limit graded assignments up to one per core subject per week. Teachers must also provide an assignment list to students and families each Monday for submission the following Monday. The assignment list should also communicate any assessments, which would be in addition to the graded assignments, scheduled for that week, and must be posted in Teams as a Tab in the General Channel.

3-5: Teachers are required to limit graded assignments up to two per core subject per week. Teachers must also provide an assignment list to students and families each Monday for submission the following Monday. The assignment list should also communicate any assessments, which would be in addition to the graded assignments, scheduled for that week, and must be posted in Teams as a Tab in the General Channel.

6-8: Teachers are required to limit graded assignments to up to two per subject (including electives) per week. Students should be provided with a syllabus, which includes expected assignments, test, and quizzes. At a minimum, syllabi must be posted with assignments for the upcoming week, but teachers may extend the period of the syllabus (e.g., for the quarter or semester). Assessments may be in addition to the limited graded assignments. The syllabus must be posted in Teams as a Tab in the General Channel so that it is accessible for students and families.

9-12: Teachers are required to limit graded assignments to up to two per subject (including electives) per week, with the exception of Advanced Placement or International Baccalaureate courses, which may require up to 5 assignments per week (i.e., daily assignments). Further, Dual Enrollment coursework is also exempt from these limits, as students must follow the college syllabus to earn credit. Students should be provided with a syllabus, which includes expected assignments, tests, and quizzes. At a minimum, syllabi must be posted with assignments for the upcoming week, but teachers may extend the period of the syllabus (e.g., for the quarter or semester). Assessments may be in addition to the limited grade assignments. The syllabus must be posted in Teams as a Tab in the General Channel so that it is accessible for students and families.

General Expectations:

- Teachers should communicate expectations to students and families about how and where to submit assignments so that this is clear and routine each week, and whenever possible, coordinate with other teachers in their grade level to make expectations consistent for students.

FAQ: Graded Assignments

- **As a teacher, how should I decide what assignments I should prioritize for grading?** The Office of Curriculum & Instruction will provide guidance to teachers on specific high-value assignments to consider for inclusion in their [Instructional Priority and Strategy Guides](#) as a resource, but teachers are empowered to use their discretion about the most important work for understanding student progress each week.
- **Are there templates for assignment lists and syllabi?** The District will provide sample assignment lists and syllabi teachers can use as a resource and share these materials for teachers' use on the Hub.
- **What is a graded assignment?** A graded assignment is an assignment submitted to the teacher, graded, and entered into the gradebook. These new assignment limits only apply to assignment recorded in the gradebook. Though graded assignments should be covered in class, the weekly limits **do not** apply to general classwork and activities that may also happen as students practice new concepts in the class setting. Students should receive feedback on their participation and work in this context but will not receive academic grades for these activities.

- **Do these assignment limits also include tests and quizzes?** No. These limits also do not apply to scheduled tests or quizzes scheduled within the week, though teachers should be sensitive about workload on weeks where tests and quizzes are administered. Upcoming quizzes and tests should also be included in the weekly assignment list or syllabus.
- **How should participation be factored into grading? Can students earn a participation grade?** Students' final grades may be based on in-class work, tests, quizzes, projects, and participation. Participation grades shall make up no more than 10% of a student's report card grade.
- **Can students earn extra credit?** Teachers may assign extra credit assignments to their classes. All extra credit opportunities must be included in the weekly class assignment list or syllabus so that all students are aware of these opportunities.
- **I am a teacher and I am already posting my assignments in Schoology. Why do I have to add my assignment list/syllabus as a tab in Teams?** Usage data indicates that just one third of teachers and even fewer students use Schoology daily, but nearly all students and teachers use Teams. By having a consistent place that all assignments can be viewed, families will not have to wonder if they are missing assignments or navigate multiple platforms to get insight into expectations across different classes. Schoology has an export feature to print assignment lists that can be used to make this task quick and efficient for teachers using Schoology regularly.
- **Where will parents know to look for the assignment list/syllabi?** Assignment lists must be posted in Teams as a Tab in the General Channel. The District will produce a short "how to video" for families on how to locate Tabs in the General Channel.
- **When will the first weekly assignment list/syllabi need to be posted in Teams?** Teachers must have their first weekly assignment list or syllabi posed by Monday, 2/22.
- **How will assignment lists and/or syllabi be translated for multilingual parents?** Teachers are encouraged to use Google Translate or the translation feature in Microsoft Word in order to provide the assignment lists and/or syllabi in the parent's language at the request of the parent. Teachers can submit semester or yearlong syllabi for translation through the District's Office of Bilingual Education and Related Services and it will be returned within 7-10 days in the requested language. Furthermore, the Google Translate Chrome Extension will allow parents to view all information posted by Educators in Schoology to be presented in the parent's language.

Late, Resubmitted or Missing Work

Time to Catch Up and Get Help: If their school *has not already introduced Office Hours into the schedule*, teachers should set aside at least one, regularly scheduled period each week dedicated to assisting students with:

- Completing graded assignments for the week
- Making up missing assignments
- Resubmitting assignments for improved grades
- Retaking assessments

Support should take place during an existing class period/regular time scheduled for the class to meet during the school day, and not during an additional after school meeting, for example.

Late and Resubmitted Assignments with Limits: Students may submit late graded assignments within a 10 school-day window of their designated due date. Students may resubmit graded assignments for improved grades within a 10 school-day window of receiving feedback on the graded work. Assignments that are assigned or returned with a grade within the last 10 school-days of the quarter must be submitted/resubmitted two days prior to the end of the quarter. Teachers should also practice discretion and can consider extenuating circumstances to grant students additional time for submitting or resubmitting assignments, through coordination with the student and family.

If principals desire and have the support of the majority of their teachers, they may opt to implement a school-wide policy that allows for an open grace period through which students can submit or resubmit graded assignments any time after the assignment was assigned. All assignments must be submitted or resubmitted by two days prior to the close of the quarter.

Zeros with Opportunities to Recover: Teachers are still able to assign zeros for missing work but should acknowledge effort and encourage the use of late and resubmitted work options to support students initially earning a zero.

FAQ: Late, Resubmitted and Missing Work

- **Are all graded assignments eligible for make-ups?** Yes.
- **Can students submit assignments beyond the 10 days?** Yes, at a teacher's discretion, the teacher can accept work beyond the 10 days, and is encouraged to do so if there are extenuating circumstances preventing the child from doing work on time. Principals can also work with their teachers to implement a schoolwide protocol for a longer, or open grace period for submitting assignments, but this protocol will never be less than 10 days, and must also ensure that teachers have at least two full days for grading at the end of the quarter, should they make a change.
- **How many times can a student resubmit an assignment?** Students may resubmit up to twice within the 10-day window.
- **How will students and parents be able to keep track of assignments that have been turned in, assignments that are missing, and what the student's grade on the assignment was?** Teachers are required to maintain accurate gradebook records such that records in PowerSchool are current throughout the marking period. Teachers may also wish to use functionality from within Teams and Schoology to manage and communicate assignment status and feedback with students.

- **How should teacher manage the end-of-quarter/semester workload with the deluge of assignments?**
Under the District guidance, only assignments issued in the last ten days of the quarter will be eligible for resubmission in the lead up to report cards, and all re-submitted assignments must be in two days prior to grades closing. This should help even out assignment submissions through the marking period.
- **When can teachers assign a zero?** Teachers can assign a zero for missing work. However, if an assignment is turned in, teachers should acknowledge that effort in their grades. Any child with a zero should be encouraged to take advantage of late work grace periods and resubmission opportunities.
- **Do the resubmission, late or zero policies apply to higher level courses like AP, IB, and dual enrollment as well?** Resubmission, late or zero policies apply to AP and IB programs. Dual enrollment students will need to follow the guidance of the affiliated college or university for their course, including the expectations in their syllabus provided by professors.

Assessment Retakes

Assessment Retakes with Limits: Students may retake a test or quiz up to two times on teacher-identified re-take days during class office hours/the support period. Teachers can design a new assessment that addresses the same standards and content as the original assessment, with updated questions, or they may allow students to re-take the same assessment, at their discretion. The highest grade will be counted. Families should receive specific guidance that they are not to provide help on student assessments because they are an important opportunity to assess mastery. Families should also receive a calendar of assessment re-take days at the beginning of each week, with their assignment list/syllabus.

Teachers should regularly communicate with students and their families about missing assignments and graded assignments and assessments so that students and families can submit late work or resubmit work or retake an assessment for an improved grade.

FAQ: Assessment Retakes

- **Are all students eligible to retake assessments, or only those earning below a C?** All students are eligible.
- **How can we ensure that students are not receiving help from their families or the internet?** Teachers should actively communicate with families and students about the importance of academic integrity, the Code of Conduct expectations around cheating, and why the use of the internet during tests or quizzes constitutes a violation of this policy. Teachers should ensure that these conversations assume the best intentions of families offering help, but they should also engage families around the ways in which “help” can actually hurt their child by providing an inaccurate picture of performance, and therefore, make it more difficult for teachers to meet students’ individual needs.
- **When are teachers required to provide students with opportunities to retake assessments?** Teachers are required to provide students two opportunities to retake a test or quiz. Retakes should be scheduled during class office hours/the support period for the course.
- **Do these retake policies apply to higher level courses like AP, IB, and dual enrollment as well?** Assessment retake policies apply to AP and IB programs. Dual enrollment students will need to follow the guidance of the affiliated college or university for their course, including the expectations in their syllabus provided by professors.

Grading

Introduce G and NC Grades in 3-12: Schools will use a modified version of the traditional grading scale. Teachers will record letter grades, but a student who earns a D grade for the final semester grade will receive a G (credit). A student who earns an F grade will receive an NC (no credit). Students who receive a G will earn credit for the course and their grade point average will not be affected. Students who receive an NC will not earn credit for the course and their grade point average will not be affected. Students earning an NC would be required to retake the course for future credit.

The key advantage to this approach is that a student facing hardship this year will not face undue deficits in their GPA when applying to colleges, work, etc. *Therefore, we will look to retroactively apply G and NC grades to Semester 1.*

Expand the point range for D(G): Students who earn a 50% or higher will earn a G (50-69% range, rather than 60-69% range). *This would be for Semester 2.*

Attendance Minimum for a D(G): Students who are attending **and participating** in class activities and assignments at least 80 percent of the time (four out of five days of the week) cannot receive lower than a D. Students who attend fewer than 4 classes per week but are turning in graded assignments and taking assessments should earn grades based on their performance on those assignments and assessments. *This would be for Semester 2.*

FAQ: Grading

- **Would a student who earns one A and four Gs have a 4.0?** Yes. Students will receive a GPA calculation for the classes that offer grades but will receive credit only for a G grade.
- **What supports will be provided for students who earn a G or NC? Will they be eligible or required to attend summer school? Tutoring? Credit Recovery?** Students who earn a G or NC will not be required to attend summer programming, but they will be encouraged to do so. If students are off track for graduation, course recovery options will be highly recommended to graduate on time. Credit recovery will be offered during the second semester and summer.
- **How will students be able to retake courses in the future, if needed?** The District will offer the opportunity for students to recover courses across Semesters. For example, if a student makes partial progress on recovering a course required for graduation in Summer, they will be able to continue that recovery work in the Fall or Spring Semester without having to complete the recovery within the limits of the semester timeframe as long as they make >25% progress in the course. Counselors will work with students to identify courses needed for on time graduation. When a child retakes a course, the original grade will not be removed from the transcript, but the new grade will replace the NC when calculating GPA. The transcript shows the course name (which is distinct for recovery).
- **Will students who earn a G or NC in core courses be retained?** Students in grades 3-8 will not be retained based on G grades. If students earn NC grades they may be retained with encouragement to attend summer recovery. High School students who earn adequate credits, with A-G grades, will advance to the next grade, as they would in a A-D system. While NC grades will not hurt students' GPAs, they will not bear credit, and these courses will need to be recovered if necessary for graduation.
- **How will a G impact students who are applying to application schools or postsecondary institutions?**

Using G grades rather than assigning Ds should help students struggling through the pandemic to prevent GPA declines that would make them less competitive for District programs or postsecondary institutions, as well as resources like the Detroit Promise. G grades are not a Detroit-only practice; DPSCD joins [Ann Arbor Public Schools](#) in this structure, as well as most Michigan universities, who are offering credit/no credit and GPA options for coursework, including the [University of Michigan](#), [Wayne State](#), and [MSU](#).

- **How shall teachers define participation? Is there a difference between logging in and active participation?** Whether or not participation is included in a student's grade(s) is at the discretion of each teacher. Participation should be defined as active engagement in the course including participating in discussion boards, class discussions, and responses to written prompts. Only logging in is not considered active participation in a course.
- **Will anyone be calculating which of my students have attended 80 percent of class?** No. Because this guidance clarifies that students must not only attend, but participate in class activities, to earn this mark, teachers will need to apply this structure based on their recordkeeping and discretion in the second semester. This threshold will not be retroactively applied to Semester 1.

Homework

Homework should be limited to assigned reading, studying, and completion of maximum number of weekly graded assignments that may not have been finished during class time. In the weekly assignment list or syllabus, teachers may offer ideas for reinforcement or extension activities for students to complete with their families or on their own. However, these activities are not required to be turned in and they will not be graded.

FAQ: Grading

- **Can students earn extra credit through homework?** Yes. Teachers may offer the opportunity for extra credit for students. All extra credit opportunities must be included in the weekly class assignment list or syllabus so that all students are aware of these opportunities.
- **What should students or families who want extra reinforcement for their students do?**
Students have access to a number of online platforms that are intended to provide extra reinforcement for them. This includes but is not limited to: i-Ready Reading & Mathematics (K-8), Zearn Mathematics (K-7), Khan Academy (3-12), myON Reading (K-8), and Studies Weekly. Additionally, students or families may request homework recommendations from their teacher. For mathematics K-8, students have been provided printed homework pages for all mathematics Modules.
- **What is the difference between a graded assignment and homework?** Students are able and encouraged to complete graded assignments for the work during scheduled class time, and with support during Office Hours/Support Periods scheduled with their teachers.

General FAQ

- **How can we clearly communicate this recommendation to students, families, and teachers?** The District will be sharing these guidelines on its website and internal staff Hub. The District is also planning Q&A sessions for different audiences throughout the month of February.
- **How can we clearly communicate this policy to language minority families?** Family friendly versions of this guidance is being prepared and will be translated and posted on Detroitk12.org before schools resumes after mid-winter break. This document will be translated for the following languages: Arabic, Bengali, Spanish, and Hmong or other languages upon request.
- **What should students or families do if their teacher does not adhere to one or more of these guidelines?** Students or families should first schedule a time with their teacher to express their concerns. If that engagement does not resolve the concern, families should contact their school Principal or Assistant Principal.
- **Is this consistent across schools?** Yes. These expectations are Districtwide.
- **What is the timeline for these new guidelines? How long will it apply?** These guidelines will be in place for the remainder of the 2020-2021 SY. The District will reevaluate these guidelines and how they apply to Summer and Fall based on the applicable conditions at the end of the school year.