



Dear Parents and Guardians:

The dynamic nature of education this year has evolved from entirely virtual learning through hybrid programming. These shifts have required the district to review practices regarding mid-term exams and final course grade weighting.

Secondary Students

Assignments and assessments from November 5, 2020, through January 25, 2021, will count toward the second marking period. The district will not be using grades from mid-terms in the calculation of final grades. Teachers will have the flexibility to provide an assessment similar to a mid-term; however, grades from such assessments will only be used for marking period 2 grade calculation. As a result, the weighting used to calculate final grades has been adjusted. Adjustments to how final grades will be calculated are as follows:

Marking Period 1	Marking Period 2	Midterm	Marking Period 3	Marking Period 4	Final Exams
22.5%	22.5%	0%	22.5%	22.5%	10%

These adjusted percentages will be used to produce the final report card for all secondary students. At Pottsgrove High School these same percentages will be used when calculating GPA and class rank. Student transcripts will reflect this same weighting.

Elementary Students

Assignments and assessments from December 3, 2020, through March 11, 2021, will count toward the second trimester. Teachers will continue to use a rubric in order to assign grades for each trimester. The following table shows how teachers will be evaluating student work during the second trimester.

Criteria	4 Exceeding	3 Meeting	2 Approaching	1 Lacks Evidence
<i>Participation and Access</i>	Student attends most live sessions and actively participates in synchronous discussions and activities.	Student attends many live sessions and participates in synchronous discussions and activities some of the time.	Student attends few live sessions and has limited participation in synchronous discussions and activities.	Student attends few live sessions and does not participate in synchronous discussions and activities.
<i>Assignment Completion</i>	Nearly all asynchronous assignments are completed on time.	Many asynchronous assignments are completed on time.	Few asynchronous assignments are completed on time.	Asynchronous assignments are not completed on time.
<i>Demonstration Comprehension of Concept of Skill</i>	Nearly all work is completed accurately for both synchronous and asynchronous activities.	Many assignments are completed for both synchronous and asynchronous activities.	Assignments are completed with inconsistency for both synchronous and asynchronous activities.	Few assignments are completed for both synchronous and asynchronous activities.
<i>Student Understanding</i>	Assessments, assignments, and dialogue show the student understands nearly all concepts and skills.	Assessments, assignments, and dialogue show the student understands most concepts and skills.	Assessments, assignments, and dialogue show the student understands few concepts and skills.	Assessments, assignments, and dialogue show misconceptions and/or misunderstanding of skills and concepts.
<i>Use of Feedback</i>	Student used most feedback given to revise and improve work.	Student used some feedback given to revise and improve work.	Student used little feedback given to revise and improve work.	No evidence of student using feedback given to revise and improve work.
<i>Organization</i>	All work is organized and legible.	Most of the work is organized and legible.	Some of the work is organized and legible.	Work is not organized or legible.

These adjustments were made through ongoing conversations with many teachers and administrators. It is the hope of the district that the adjustments allow teachers to maximize instructional time and provide students with additional opportunities for success.

Respectfully,

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Superintendent