Triumph Public High Schools
Remote Learning Grading Guidelines
(Subject to change based on TEA guidance)

Timeframe	Parameters for Assignment of Grades
March 9-13 Last week of 3rd 9-Weeks	Grades taken during this week will be considered in calculating the final grade for the 3rd nine weeks period only if the grade helps the student. **NOTE: The end of the 3rd nine-week period will be March 13th for all TPHS.**
March 16-20 Spring Break	If homework was assigned during Spring Break, grades may be considered for the 3rd nine weeks period only if the grade helps the student. **NOTE: grades will be applied towards the 3rd nine-week period.**
March 23-27 Closed, Preparing	Closed, Preparing for Instructional Continuity Plan No grades will be given for ANY work assigned during this time and no grades will be posted in eGradebook.
March 30-April 3 Closed, Instructing	Closed, Instructing – Remote Instruction is Implemented Assignments are distributed and feedback provided by the teacher; however, **grades will not be posted in eGradebook during this week as teachers and students make the transition to remote instruction; but teachers must collect evidence of Instructional Continuity Plan implementation.**
April 6-TBD Closed, Instructing	Closed, Instructing – Implementation of Remote Instruction Assignments and grades will be posted in eGradebook.
School Re-Opens	Decisions after re-opening are pending further TEA guidance.

Parameters for the Design and Delivery of Instruction
- Prepare an instructional delivery plan that ensures that a student spends at a minimum 30 minutes a day on individual coursework (30 minutes X 4 courses = 120 minutes minimum a day). These 30 minutes includes, but not limited to, the following: practice, recorded video lessons, assignments, tasks, responses and assessments. As always, learning experiences should continue to be differentiated to address student needs (SE, 504, EL).
- Design the learning experiences assuming that a student does not have support at home. The 30-minute minimum per class per day (parameter listed above) should also allow for the students to take extended time to communicate with the teacher and access additional teacher support. Reaching out for additional teacher support may increase the amount of time a student spends on their assignments thus; we want to assure that we are not significantly impacting their daily home schedule. Develop schedules for teachers and support staff to be available for student tutoring opportunities.

Parameters for Assessment and Grading
- All graded assignments will be considered formative and weighted equally (entered in eGradebook as "Daily Work".
- Campus Principal will define and communicate to teachers the required number of assignments per week per class.
- Utilize best practices concerning formative assignments to include feedback and opportunities to re-learn concepts so that posted grades accurately reflect student learning.
- Assign no more than 2-3 graded tasks per week; remember that time spent on completing assignments fall under the time parameters above.
- Provide students the opportunity to complete assignments; follow up as appropriate with students and utilize administration and counselor support as needed.
- Grades should reflect mastery and be assigned based on work submitted; flexibility should be provided on due dates and students should not be penalized for late assignments.
- Excuse students from the assignment if access to technology and/or lack of viable communication from the home environment are barriers. Notify the Principal as soon as possible if this scenario occurs.
- No final exams.
- Student failure decision will occur after the closure of distance learning. More guidelines are forthcoming.
- Grades earned during COVID-19 school closures will be entered to the overall future GPA calculations. Grades earned by graduates, will be used to factor required credit obtainment; but will not impact class ranking. Policy EIC (Local) with respect to ranking will not be changed.