

## Guidance on Grading in Canvas for Secondary Schools

### Guidance on Grading Assignments in Canvas:

Secondary teachers will continue to provide grades to students for work completed. Teachers have multiple options for grading assignments in Canvas. Teachers should use reasonable grading practices for assignments taking into account the current virtual learning situation students are in. Additional resources on Grading can be found in the links below:

- Using SpeedGrader  
<https://community.canvaslms.com/docs/DOC-26414-415255021>
- Using the Gradebook  
<https://community.canvaslms.com/docs/DOC-26349-4152813659>

Please be aware of the dates that assignments are available for students to work on. Efforts should be made to allow students to complete work within a reasonable time frame. Grading should be reasonable and respectful of the current remote situation (i.e., Avoid giving students a "0" for not submitting work by the due date, etc.). It is important to note that not all assignment grades need to be included in Pinnacle. Teachers should carefully select assignments they want to use as grades in Pinnacle. Additional information on assignments and grading is below.

### How many and what type of assignments should be given?

- As always, teachers should gauge how students are completing and mastering assignments, then adjust accordingly. In accordance with the BTU-EP contract, only 9 grades for each content area need to be entered into Pinnacle per quarter. Teachers should be cognizant of the type of work/assignments students are doing. Not every assignment needs to be "graded with a percentage or letter grade". There are options to capture complete or incomplete work, which teachers may not want to include as grades in Pinnacle.
- Teachers should create a balance of auto-graded and teacher-graded assignments within Canvas. Auto-graded assignments provide immediate feedback to students and grades are automatically synchronized with Pinnacle. Teacher-graded assignments should be utilized for authentic assessment purposes. Partial credit should be given for partial completion/mastery on assignments.
- Teachers should convey weekly (rather than daily) deadlines for student work submissions. This provides students with time to engage in their other courses during the week. This approach also steadies the flow of student work submissions into teachers' Canvas inbox.
- Since students are not always able to ask teachers direct questions for feedback on their thinking, students must rely on feedback received from assignments to help them learn and understand new concepts. We recommend for secondary courses (grades 6 – 12) that teachers provide 1 - 3 assignments per week. This allows the teachers time to grade and provide feedback on the non auto-graded assignments.
- Teachers should use a mastery-based approach in the virtual education setting. Since students are not provided with direct instruction in the same manner they are in a traditional classroom, they should be provided with up to two attempts to demonstrate proficiency on assignments.
- Teachers should consider a significant weight factor for participation grades. Participation grades may be awarded by discussion posts, completion points along with mastery points on assignments, asking/answering questions during live lessons, or any other teacher created metric for participation. This practice tends to improve and encourage student engagement.