

GRADING AND REPORTING IN STANDARDS-BASED CLASSES 2018/2019

The stakeholders in RSU 14 believe:

- Students should have concrete and transparent learning targets for skills and content.
- Students should have multiple opportunities and pathways to show evidence of their learning over time.
- A course score should be based on a student's demonstration of skills and understanding of content, and should not be impacted positively or negatively by a student's Habits of Work. However, both are equally important for ensuring student success.
- Students should receive specific summative feedback on achievement of learning targets and specific formative feedback on progress toward meeting those targets.
- A grade reporting system should be transparent and understandable for teachers, students, parents, and organizations outside the school system.

Given these beliefs, the following will be true in standards-based classes:

- Course grades will be determined by summative evidence of students meeting content and skill targets (90%) and formative feedback (10%) throughout the learning process.
- Progress on individual content and skill targets (which contribute to the course grade) will be reported.
- Progress on the 21st Century Skills targets (which contribute to the course grade) will be reported.
- Performance on Habits of Work targets (which do not impact the course grade) will be reported.
- Course grades will be reported in the traditional 0-100 format that is familiar to teachers, students, parents, and organizations outside the school district.
- Course credit will be awarded for demonstration of proficiency in graduation standards by achieving an overall course grade of 70 or higher.

Content and Skills Targets

Curriculum based content and skills targets are the foundation of learning at WHS. Targets build toward the Graduation Standards in each content area. Some targets in Advanced Placement classes may contain content and skills beyond the Graduation Standard level based on the course audit. *Using Infinite Campus, we will report student performance on the learning targets assigned to each course at the Graduation Standard level using a 1-4 scale. Units and lessons are designed around the performance indicators that build to the Graduation Standards. Performance on content and skill targets **will** make up the majority of a course score, which is represented in a 0-100 scale.*

21st Century Learning Expectations

WHS has adopted the Guiding Principles of Maine Learning Results as our 21st Century Learning Expectations. The Guiding Principles are cross-curricular, skill-based standards that students are expected to learn and acquire over the course of their K–12 education. *Using Infinite Campus, we will report student performance on the Guiding Principles assigned to courses at the Standard level using a 1-4 scale. Units and lessons are designed around the performance indicators that build to the Standards. Performance on Guiding Principle targets **will** contribute to course score, which is represented in a 0-100 scale.*

Summative Evidence

Any assessment or activity (class work, homework, discussions, conferencing, etc.) done with students can provide evidence of learning. If the evidence is at the rigor level for a performance indicator for the graduation standard, it is worthy of being entered as a summative score. Content and 21st Century Skills Essential Learning Targets are scored summatively. *Summative evidence of proficiency on Content and 21st Century skills will be reported. Assessment of summative evidence will make up 90% of the course score, which is represented in a 0-100 scale.*

Formative Feedback

Assessment that provides feedback about the learning process and/or about learning that is not at the full rigor of the target is formative. Formative feedback provides students and teachers information about where they are in the progression to the target. Formative feedback is assessed for accuracy, not effort. Content and 21st Century Skills Essential Learning Targets may be assessed formatively. *Assessment of formative feedback will make up 10% of the course score, which is represented in a 0-100 scale.*

Habits of Work

Habits of Work (HOW) are the students' work habits in terms of timeliness of assignments, attendance, participation, and preparation for class. All activities that students do are worthy of consideration for evaluation as part of their Habits of Work. *Using Infinite Campus, we will report student performance on Habits of work using an exceeds (E), meets (M), partially meets (PM), and does not meet (NM) scale. Performance on HOW standards **will not** contribute to course score, which is represented in a 0-100 scale.*

Preparatory Work

Any activities or assessments (class work, homework, discussions, quizzes, labs, etc.) that are intended to prepare students for summative assessments are considered preparatory work. Preparatory work assessed for accuracy will be entered as formative feedback and factor into the course score (10%). Preparatory work that is assigned as practice and not assessed for accuracy may be used to assess Habits of Work, and will not factor into the course score. ***It is the expectation that students will complete preparatory work.***

Late Work

Students may submit work within two weeks of the deadline. **Late work can earn up to a 3.0/86.7, which will be calculated into the course score, which is represented in a 0-100 scale.**

Remediation

A student may request remediation if they have completed sufficient preparatory work before the summative assessment. **Remediated work can earn up to a 3.0/86.7, which will be calculated into the course score, which is represented in a 0-100 scale.**

Reporting in Infinite Campus

Standards-based Gradebook *(All core classes with 9th and/or 10th grade students enrolled & additional classes that have chosen to report out on standards)*

- The passing score for the term grade (course credit) has been changed back to 70%.
- The conversion scale between 1-100 and 1-4 has **not** changed.
- 21st Century Skills will be listed in addition to standards, and both summative and formative scores can be assigned to them.
- Standard and 21st Century skill grades will calculate throughout the course instead of restarting each quarter. (The mean score will be calculated for the standard)
- Category weights have changed to 90% for summative evidence and 10% for formative feedback.
- Because formative feedback will contribute to the term grade, it should be assessed for accuracy and not completion.**
- Work assessed for completion can be entered into the gradebook as Habits of Work (HOW).
- All summative and formative assessments will be dual graded.

Traditional Gradebook *(Everyone else)*

- The passing score for the term grade (course credit) is a 70%.
- You can set up your categories and category weights.
- Please consider moving towards a division of categories that is similar to the Standards-based classes to prepare for next year.
- Work assessed for completion should not count toward a student's grades.** *(Create a category or use the exclude from calculation box on assignments).*