GRADING AND REPORTING:
UPDATE ON OUR MASTERY LEARNING SYSTEM USING
STANDARDS-BASED GRADING

AMS PARENT PARTNERSHIP MEETING – MAY 2018
WHY STANDARDS BASED GRADING?

- Growth mindset
- Quality curriculum and assessment
- Clear communication
- Equity of experience for students (consistency)
- Student motivation and involvement
STANDARDS BASED GRADING VIDEO
<table>
<thead>
<tr>
<th>Traditional Grading System</th>
<th>Standards-Based Grading System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on assessment methods (quizzes, tests, homework, projects, etc.). One grade/entry is given per assessment.</td>
<td>Based on learning goals and performance standards. One grade/entry is given per learning goal.</td>
</tr>
<tr>
<td>Assessments are based on a percentage system. Criteria for success may be unclear.</td>
<td>Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time.</td>
</tr>
<tr>
<td>Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra credit.</td>
<td>Measures achievement only OR separates achievement from effort/behavior. No penalties or extra credit given.</td>
</tr>
<tr>
<td>Everything goes in the grade book – regardless of purpose.</td>
<td>Selected assessments (tests, quizzes, projects, etc.) are used for grading purposes.</td>
</tr>
<tr>
<td>Include every score, regardless of when it was collected. Assessments record the average – not the best – work.</td>
<td>Emphasize the most recent evidence of learning when grading.</td>
</tr>
</tbody>
</table>

WHAT IS A COMPETENCY?

- Larger than a standard (made up of multiple standards)
- Reflects applied skills and knowledge
- Used to assess and report out on learning
Geometry Competency: Students will solve problems involving reasoning using properties of 2- and 3-dimensional shapes to analyze, represent, and model geometric relationships in authentic applied contexts.

Standards that relate to this competency:

- Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

- Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

- Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

- Classify two-dimensional figures in a hierarchy based on properties.
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Assessment Score</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extending</td>
<td>4</td>
<td>The student consistently and independently demonstrates the ability to analyze and synthesize essential content, knowledge, and skills in a new task. Student demonstrates an in-depth, extensive, or comprehensive knowledge of content. Student communication is complex, concise, and sophisticated with thorough support, explicit examples, evaluations and justifications. Student uses and consistently implements a variety of appropriate strategies.</td>
</tr>
<tr>
<td><strong>Meeting Standard</strong></td>
<td>3</td>
<td>The student consistently and independently demonstrates the ability to apply and transfer essential content, knowledge, and skills in a new task. Student demonstrates a broad content knowledge. Student communication is accurate, clear, and organized with relevant details and evidence. Student uses appropriate strategies to solve problems and make decisions.</td>
</tr>
<tr>
<td>Approaching Standard</td>
<td>2</td>
<td>The student demonstrates the ability to comprehend and apply essential content, knowledge, and skills in a familiar task. Student communicates reasonably well but draws weak conclusions or only partially solves or describes. Student attempts appropriate strategies with limited success.</td>
</tr>
<tr>
<td>Beginning Standard</td>
<td>1</td>
<td>The student is not demonstrating the application and transfer of essential content, knowledge, and skills.</td>
</tr>
</tbody>
</table>
Rolling Grades - All grades are rolling until the end of the course - Students continue to demonstrate evidence of their learning and earn scores throughout the course

Honor Roll – one time per year, at end of year, working with SAU 39-wide committee to determine levels

National Junior Honor Society – working within charter of NJHS to determine our cut score

Report cards and progress reports – seeking feedback
RESOURCES

- One School Street - Mastery Based Learning and Grading

- New England Secondary School Consortium - Proficiency Based Transcripts
  - https://www.newenglandssc.org/resources/college-admissions/

- What is a 21st Century Education – Smithsonian Student Travel
  - https://www.youtube.com/watch?v=Ax5cNlutAys

- The Future of Learning – 2 Revolutions
  - https://www.youtube.com/watch?v=xoSJ3_dZcm8
APPENDIX
## Top 10 Skills

### in 2020
1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

### in 2015
1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity
K-12 COMPETENCY EDUCATION / MASTERY LEARNING STATE POLICY ACROSS THE US

- **Advanced States**: Those states with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.
- **Developing States**: Those states with open state policy flexibility for local school systems to transition to competency education.
- **Emerging States**: Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.
- **No Policies in Competency Education**: States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.
- **ILN States**: The Innovation Lab Network (ILN) is a group of states facilitated by the Council of Chief State School Officers (CCSSO) taking action to identify, test, and implement policies to support student-centered approaches to learning.
75 NEW ENGLAND INSTITUTIONS OF HIGHER EDUCATION STATE THAT PROFICIENCY-BASED DIPLOMAS DO NOT DISADVANTAGE APPLICANTS

1. Admissions offices receive a huge variety of transcripts, including transcripts from international schools, homeschooled students, and a wide variety of alternative educational institutions and programs that do not have traditional academic programs, grading practices, or transcripts.

2. Students with non-traditional transcripts—including “proficiency-based” or “competency-based” transcripts—will not be disadvantaged in any way during the admissions process. Colleges and universities simply do not discriminate against students based on the academic program and policies of the sending school, as long as those program and policies are accurately presented and clearly described.

3. As long as the school profile is comprehensive and understandable, and it clearly explains the rigor of the academic program, the technicalities of the school’s assessment and grading system, and the characteristics of the graduating class, the admissions office will be able to understand the transcript and properly evaluate the strength of a student’s academic record and accomplishments. In short, schools use so many different systems for grading, ranking, and tracking students that a school’s system can only be properly understood when a transcript is accompanied by a comprehensive school profile. A class rank or GPA, for example, doesn’t mean much unless the admissions office also has the “key” (i.e., the school profile) that it needs to understand the applicant’s academic accomplishments and abilities in context.
75 New England institutions of higher education state that proficiency-based diplomas do not disadvantage applicants.
### Bigelow High School Transcript Key

#### Graduation Standards Performance Summary

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Level of Proficiency</th>
<th>Mathematics</th>
<th>Level of Proficiency</th>
<th>Career and Education Development</th>
<th>Level of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>3.0</td>
<td>Numbers and Quantity</td>
<td>3.0</td>
<td>Standard 1</td>
<td>3.0</td>
</tr>
<tr>
<td>Reading Interpretation</td>
<td>3.0</td>
<td>Algebra</td>
<td>3.0</td>
<td>Standard 2</td>
<td>3.0</td>
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<tr>
<td>Writing Range</td>
<td>3.5</td>
<td>Functions</td>
<td>3.5</td>
<td>Standard 3</td>
<td>3.5</td>
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<tr>
<td>Writing Research</td>
<td>4.0</td>
<td>Geometry</td>
<td>4.0</td>
<td>Standard 4</td>
<td>3.5</td>
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<tr>
<td>Discussion</td>
<td>3.5</td>
<td>Statistics and Probability</td>
<td>3.5</td>
<td>Standard 5</td>
<td>3.5</td>
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<tr>
<td>Presentation</td>
<td>3.0</td>
<td></td>
<td></td>
<td>Standard 6</td>
<td>3.0</td>
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<tr>
<td>Visual and Performing Arts</td>
<td>Level of Proficiency</td>
<td></td>
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<td>Standard 7</td>
<td>4.0</td>
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<tr>
<td>Health Education and Physical Education</td>
<td>Level of Proficiency</td>
<td></td>
<td></td>
<td>Standard 8</td>
<td>3.5</td>
</tr>
<tr>
<td>World Languages</td>
<td>Level of Proficiency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 1</td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 2</td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 3</td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 4</td>
<td>4.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Level of Proficiency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 1</td>
<td>3.0</td>
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<td></td>
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</tr>
<tr>
<td>Standard 2</td>
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<tr>
<td>Standard 3</td>
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<tr>
<td>Standard 4</td>
<td>4.0</td>
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</tbody>
</table>

#### Type of Learning Experience

- **Course:** Learning took place in and was verified by a certified teacher in a regular high school course.
- **Honors:** Learning took place in and was verified by a certified teacher in a regular high school course in which the student opted to engage in more rigorous course work.
- **Dual-Enrollment/Early College:** Learning took place in a college course that enabled the student to demonstrate proficiency of one or more graduation standards.
- **Independent:** Learning took place in a student-designed and teacher-supported learning experience. The teacher verified the students’ proficiency of one or more graduation standards.
- **Internship:** Learning took place in a work environment after which a certified teacher verified proficiency of one or more graduation standards.