

South Portland School Department Proficiency-based Grading Guidelines

Work Habits are scored:

- 1 (does not meet/needs intervention)
- 2 (partially meets)
- 3 (meets)

THESE SCORES ARE NOT CALCULATED INTO THE STUDENT'S COURSE GRADE.

Essential Learning Targets are scored:

- 4 (Exemplary work that shows a deeper, more thorough understanding of the Essential Learning Target)
- 3 (meets the of proficiency of the Essential Learning Target)
- 2.5 (partially meets the of proficiency of the Essential Learning Target; approaching the level of understanding required for proficiency)
- 2 (partially meets the of proficiency of the Essential Learning Target; early exhibition of a developing understanding)
- 1 (does not meet the of proficiency of the Essential Learning Targets; learning is not progressing at a rate to meet end-of-year target)

THESE ARE THE ONLY SCORES USED TO COMPUTE COURSE GRADES.

EXCEEDS

The “4” is not just more of the “3”. For instance, saying that answering 9 out of 10 questions on a test correctly is a “3” and that 10 out of 10 is a “4” is not good practice unless the last question is one that requires the rigor that has been defined for a “4” on either the Cognitive Rigor Taxonomy (“understands”) or the Application Rigor Taxonomy (“is skilled at”).

A student should not have to undertake a large amount of independent work to earn to a “4”. Opportunities to study advanced topics, tackle challenging problems, and develop advanced skills should be supported as part of regular instruction wherever possible for all students.

An activity or task that will be used in a summative manner should be designed in such a way that all students attempt the “4”, rather than having it be an “optional” or extra credit part. Questions designed to get at the “4” level thinking should not be marked as such and students should not be told that this is the question to answer to get a “4”. In general, students will have to think sophisticatedly to learn and achieve to a “4” level as opposed to doing more work on an assessment to earn a score of “4” or being moved to the next ELT.

WHAT TO SCORE

- Think of any activity (class work, homework, discussions, conferencing, etc.) you do with students as worthy of being entered for content, HOW, or both.

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DATA PER WEEK

- At least two activities related to content learning in per week that are linked to content targets and/or HOW as appropriate. (Over a 4 week period there should be a minimum of 8 learning activities that show info on content and HOW.) In addition, at the end of the week a composite HOW score, hooked to all 3 targets, should be entered.

HOW

- All activities you ask students to do are worthy of consideration for evaluation as part of their Habits of Work.
- ***If you want to link HOW targets to a summative activity you need to enter the summative activity 2 times.*** Enter it once as a *summative* and link it to the content ELTs that it is assessing, then make another entry, title it the same, but make this one *formative* and link it to ELTs.
- You can evaluate activities just for HOW.
- At the end of each week, put in a composite HOW scores titled HOW week of 9/2. Hook this to all 3 targets and put in ratings that take into account the week overall.
 - It is essential that you are clear with students (and parents) from day 1 what constitutes “Preparation for Learning,” “Engagement with Learning,” and “Interactions for Learning” in your classroom.
 - For example, if having a pencil every day is part of being prepared in your classroom and a student didn’t have his/her pencil consistently that week then you could put a “1” for Preparation for Learning on the composite HOW entry.

ABSENCES

- If a student is absent and therefore the work is missing put an “M” for the ELT you linked to it and to any HOW targets you linked it to.
- If a student was out sick and got you the work later but the HOW is no longer relevant to score (i.e., it was a group activity that you scored for interactions but the student did it with you so group interaction is no longer relevant), take the M out and just leave it blank for HOW, but score the content. (Remember: blanks do not show on the parent portal and do not impact a student’s score.)

MISSING WORK

- If a student didn’t do the work then “1” for HOW for preparation is appropriate and “X” for any content ELTs until you see the work to evaluate the content; the HOW remains “1” even after you get the work. Note: an X will insert a value of “0” and will therefore impact the student’s trending score.

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LABELING/NAMING

- In the title use the following naming convention - Type, Objective, Source - where the type tells what type of activity it was, the Objective tells what the activity was focused on, and the source tells what/where the materials are/are from.
 - Example:
 - HW - Factor & Multiples pg. 233
 - CW - Conjugate Reg ER verbs Handout
 - Demo - Keeping eye on ball School
- Type codes:
 - HW (homework)
 - CW (class work ... exit slip, bell work, etc.)
 - Pres (presentation)
 - Proj (project)
 - Quiz (quiz)
 - Test (test)
 - Conf (conference)
 - Obs (observation)
 - Demo (demonstration)
 - Evid (Body of Evidence)
 - Lab (lab)
 - Essay (essay)
 - FW (field work)
 - CR (constructed response; shorting writing tasks)
- Source codes:
 - Handout (could be a worksheet, article, etc.)
 - Book (something assigned from the text, could be pages and problem #s, reading assignment, etc.)
 - Class (something generated in class or perhaps written on the board)
 - School (materials provided during the class for use in class)
 - Web (something accessed on the internet as in a particular site)

FORMATIVE vs SUMMATIVE

Only scores for tasks entered as “summative” for an ELT will be computed for a student’s grade/score on the ELT.

- A student must be given multiple opportunities over time to show in a summative way (does not have to all be test and projects) that she/he has met proficiency on the ELT. There have to be enough summative scores in there over the course of the year that it can compute a score. The Power Law cannot represent a trend of learning if there are not multiple scores.
- For some skills ELTs, it may be that you have assigned and evaluated enough practice tasks that you can see a student has command of the skill. We have been using the guideline of “6” times of seeing it would mean that you could enter a task that said “Body of Evidence” and give the student a score of 3. That would be the equivalent of 1 opportunity that the student had. (NOTE: You do not have to score other students on this entry. It can be left blank and it will not hurt other students’ scores.)

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WEIGHTS

- Formatives should always be set to a weight of 0.
- Summatives should always be set to a weight of 1.

Due Dates

The date you set for an assignment is key. It doesn't matter when you put the score in, the trend is calculated based on the due date. If you have more than one thing "due" on a date, JR will consider them in alphabetical order.

If the order of the activities matters and the alphabetizing is causing a problem, select a due date, one day later, for the one that you want considered later in the trend.