

PURPOSE

The purpose of our grading guide is to ensure consistency and transparent implementation of the district's beliefs about teaching and learning in a PbL system.

- Students have concrete and transparent learning targets with multiple opportunities to show their proficiency.
- A proficiency score is based exclusively on a student's understanding and is not impacted positively or negatively by a student's Habits of Work; however, both are equally important for ensuring student success.
- In order to provide more accurate and meaningful feedback, student learning is measured over time as opposed to an isolated point in time.

SCORING KEY

Habits Of Work (HOW) are scored:

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

These are NOT used to compute course scores on Content Proficiency; HOW scores are reported separately and are used to determine co-curricular eligibility and honors/recognition eligibility. HOW scores are a decaying average, thereby making the most recent scores more impactful in the calculation.

Essential Learning Targets are *summatively* scored:

- 4 (Exemplary work that shows a deeper, more thorough understanding of the Essential Learning Target to the level of rigor that means the students has exceeded the ELT)
- **HIGH SCHOOL ONLY** 3.5 (Strong work that shows a deeper, more thorough understanding of the Essential Learning Target but not to the level required to be considered exceeding the target)
- 3 (meets the of proficiency of the Essential Learning Target)
- 2.5 (partially meets the level of proficiency of the Essential Learning Target; approaching the level of understanding required for proficiency)
- 2 (partially meets the level of proficiency of the Essential Learning Target; early exhibition of a developing understanding)
- 1 (does not meet the level 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 scores. The summative scores for an ELT are calculated as a trend of the learning.

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Objectives to an Essential Learning Targets are *formatively* scored:

There is no “4” for a formative activity. Formatives are on the smaller pieces of learning, as in the objectives, and are therefore not at the full rigor or assessing the complete ELT. Getting everything right on a formative does not mean a score of “4” but rather a score of “3.”

- 3 meeting the expectation of the task or activity
- 2.5 significant progress toward meeting the expectation of the task or activity,
- 2 initial exhibition of the expectation of the task or activity,
- 1 not meeting the expectation of the task or activity,

These are the NOT used to compute course scores. However, if there are no summative scores entered for an ELT, the last formative score will appear as the score for the ELT.

High/Low Leverage

Each ELT, while essential, is not equally important or essential. Some ELTs require multiple demonstrations of proficiency across contexts and over time while others need to be assessed once.

A High-Leverage ELT means that a target will be assessed summatively 3 times while a low-Leverage ELT means that a target will be assessed summatively 1 time BUT will be assessed multiple times for students who do not meet (earn a 3) on this 1 summative. Note: *Because low-leverage targets may be assessed only once, you have to make sure a “4” is offered every time.*

An ELT is considered "high leverage" when the skill or knowledge interacts across standards - complements or supports other targets in the class or other content areas, would be used or called upon over and over again in the content, is a natural target to link to and be supported by a 21st Century Skill and/or knowing it or being able to do it is a life-skill.

Exceeds

A “4” is significantly different from a “3” relative to the complex demand of thinking or a more complex application of the skill or knowledge. 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 a “4”. Opportunities to study advanced topics, tackle challenging problems, and develop advanced skills should be made explicit and actively supported as part of regular instruction whenever possible for all students.

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A student will have an opportunity to demonstrate understanding/skill at an increased rigor level for ***every ELT, not every summative***. This means that only the last summative opportunity must be constructed so that students' can show the increased complexity in demand of thinking or application of concepts to a more complex situation.

An activity or task that is intended to offer students the opportunity to exceed an ELT should be designed in such a way that all students attempt the "4", rather than having it be an "optional" or extra credit part.

Classroom instruction and activities should include tasks that require 4-level rigor and students should be able to articulate the difference between a proficiency level of "3" and an exceeds rigor level of a "4".

ENTERING SCORES

Data per week

Middle and High School Teachers:

- At least 6 activities linked to content ELTs over a 4 week period are expected. These can also be hooked to HOW.
- At the end of the week a composite HOW score, hooked to all 3 targets, is in order if you are finding that you do not have regular data points for all 3 HOW targets. If you are unsure as to whether a weekly composite is beneficial as part of your data entry, consult with your administrator.

Elementary Classroom Teachers:

- At least 3 activities related to math content learning over a 4 week period that are linked to content targets and/or HOW are expected. Also, at least 3 activities related to ELA content learning over a 4 week period that are linked to content targets and/or HOW are expected. Finally, ***when*** working on a Social Studies Unit or the required Science Unit, at least 1-2 activities related to that content learning over a 4 week period that are linked to content targets and/or HOW are expected.
- At the end of the week a composite HOW score, hooked to all 3 targets, may be in order if you are finding that you do not have regular data points for all 3 HOW targets. If you are unsure as to whether a weekly composite is beneficial as part of your data entry, consult with your administrator.

Elementary Art, Music & PE Teachers:

- At least 3 activities related to content learning over a 6 week period that are linked to content targets and/or HOW targets are expected.

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Habits of Work

- HOW scores are a decaying average, thereby making the most recent scores more impactful in the calculation.
- All activities you ask students to do are worthy of consideration for evaluation as part of their Habits of Work, even if you are evaluating them for content ELTs too. Of course, you could also evaluate activities just for HOW.
- ***If you want to link HOW targets to a summative activity you need to enter the 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 have the professional latitude to define what each HOW target means in your class.

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 a composite HOW entry, or a “1” for activity that required the pencil.

- If you have a student with an IEP, remember to consult with the case manager for modified expectations related to how students are scored for their HOWs.

Missing Work

The “M” = Absent for a Summative (or Formative) you need to see

- If a student has not completed a task due to an absence or some other valid reason, enter an “M” for the ELT you linked to it. (Remember: blanks do not show on the parent portal and do not impact a student’s score.)

NOTE: If at some point you decide you no longer need to see that work since you have had other opportunities for the student to show you s/he has achieved the learning expected on the original task,, then remove the “M”. It is suggested that weekly you review your “missing work” report in JumpRope and remove “M”s for any work you no longer intend to get from the student.

The “X” = Incomplete *Summative Work/Summative Work Not Turned-in*

An X will insert a value of “1” and will therefore impact the student’s trending score.

- If a student didn’t do summative work then an “X” for any content ELTs until you see the work so you can then evaluate it for content is appropriate.
- The “X” is intended to be used for summatives to serve as a red flag to students and parents that the summative must be completed.
- Once you get the work, the X for the content ELTs is replaced with the score the student earns on the content. Naturally, the HOW score for the formative

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version remains “1” if you had in fact attached a HOW target to the task for all students.

- Work that is not completed or turned-in within two weeks, regardless of whether it was coded as M or X, will still be accepted. However, after the two week period, the ***Initiative and Responsibility*** ELT of "Meets deadlines for **summative** tasks within the designated time frame" will be scored as a 1. This is a 21st Century Skill ELT (not a HOW target) that would have been attached to the task for all students. This has implications for overall course/class grades.

WHAT TO SCORE

Think of any activity (class work, homework, discussions, conferencing, etc.) you do with students as worthy of being entered for content as long as it is something that is at the rigor level of the ELT or is clearly a pivotal step on that path to the ELT. So, ***not*** every activity needs to be scored and entered into JumpRope.

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. If there are no summative scores yet entered, the last formative score will be reported.**
- Formative entries are a piece of the learning on the way to full rigor and complexity
- 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. For a student’s score to best be represented as the trend of learning over time, there have to be at least 3 summative scores. The Power Law cannot represent a trend of learning if there are not at least 3 scores. **In the absence of 3 summatives, the last summative will be the reported score for the ELT. In the absence of any summatives, the last formative will be the reported score for the ELT.**
- For some skills ELTs, it may be that you have assigned and evaluated enough formative tasks that you can see a student has command of the skill in the appropriate application/context (a.k.a. the right rigor level). If you see the evidence multiple times, you could enter a task titled “Body of Evidence” and give the student a score of 3. That would be the equivalent of 1 summative opportunity. *(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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Labeling/Naming

- In the title use the following naming convention - Activity Style, Activity Type, Objective, Source, *style* tells what form the activity took, activity *type* tells if it was formative or summative, the *objective* tells what content the activity was focused on, and the *source* tells what/where the materials from.

- Style 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)

- Type codes:
 - F (formative)
 - S (summative)

- 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)

 - Example:
 - HW F Factor & Multiples pg. 233
 - CW S Conjugate Reg ER verbs Handout
 - Demo F Keeping eye on ball in class

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WHICH ELTs TO SCORE/ ELTs NOT ON GRADE LEVEL

Below Grade Level

- If a student has an IEP or ELL Plan that then teachers **may** be advised by case managers to use or pull in the ELTs from lower grade levels. *[Formative and Summative data for these “off grade level” targets may be collected and entered by the teacher or the case manager as advised by the building principal.]*
- If the student has a Tier 3 RTI plan then a teacher **may** pull in the ELTs from lower grade levels if noted in the plan. *[Formative and Summative data can be collected and entered for these “off grade level” targets. Responsibility for the data collection and entry is to be determined on a case-by-case basis and is at the discretion of the principal.]*

Foundational Learning ...

- If a teacher is doing a review or reviewing topics of importance to them for which they do not have an ELT, then they can hook all tasks to the corresponding “Foundational Learning [NAME OF GRAD STANDARD HERE]” target.
For example, grade 2 has a whole unit on geometry but no geometry ELTs, so teachers hook all tasks in that unit to *Foundational Learning in Geometry*. To find these targets in JumpRope, limit the grade level search to PRM (for K-2), INT (for grades 3-5), MS (for grades 6-8) and HS (for grades 9-12).
[Formative data collected.]

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SCORE CALCULATIONS

Weight

- Formatives are automatically set and essentially calculate as a weight of 0.
- Summatives are automatically set and calculate as a weight of 1.

Due Dates for Activities (Assignments/Assessments)

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.

JumpRope Calculations (NOTE: *These methods of calculation in JumpRope are settings chosen by SPSD.*)

- ELT – if there are only formative data points ... there will be no calculated score **(the last formative is what will appear on a progress report)**
- ELT – if there are 1 or 2 summatives ... uses most recent summative
- ELT – if there are 3 or more summatives ... power law of the summatives

Score Calculations at the GRADUATION STANDARD Level. This is what is reported to parents and students via the JumpRope Portal and on Progress Reports.

The overall score for a standard (Number & Quantity; Geography; Reading Comprehension & Interpretation, etc.) is a weighted average over the underlying targets. The weight of each target in that standard is based on the number of summative scores that have been scored for that target.

See next page for an example.

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GRADUATION STANDARD 1: Strand/Foundational Concept 1:

ELT	Summative Scores	Calculation Method	Sample Final Score	Standard Weight
A	S1 S2 S3 S4	Trending	3.2	4/10 (0.40)
B	S1 S2	Most Recent	3.0	2/10 (0.20)
C	S1 S2 S3	Trending	2.8	3/10 (0.30)

GRADUATION STANDARD 1: Strand/Foundational Concept 2:

ELT	Summative Scores	Calculation Method	Sample Final Score	Standard Weight
D	S1	Most Recent	4.0	1/10 (0.10)

GRADUATION STANDARD 2: Strand/Foundational Concept 1:

ELT	Summative Scores	Calculation Method	Sample Final Score	Standard Weight
E	S1 S2 S3 S4	Trending	2.5	4/5 (0.80)
F	S1	Most Recent	3.0	1/5 (0.20)

GRADUATION STANDARD 3: Strand/Foundational Concept 1:

ELT	Summative Scores	Calculation Method	Sample Final Score	Standard Weight
G	S1 S2 S3 S4	Trending	2.5	1/1 (1.00)

GRADUATION STANDARD 4: Strand/Foundational Concept 1:

ELT	Summative Scores	Calculation Method	Sample Final Score	Standard Weight
H	S1	Most Recent	4.0	1/1 (1.00)

GRADUATION STANDARD Score Calculations:

GRADUATION STANDARD 1: $(3.2 \times .4) + (3.0 \times .2) + (2.8 \times .3) + (4.0 \times 0.1) = 1.28 + 0.60 + 0.84 + 0.4 = \mathbf{3.12}$

GRADUATION STANDARD 2: $(2.5 \times .8) + (3.0 \times .2) = 2.00 + 0.60 = \mathbf{2.60}$

GRADUATION STANDARD 3: $(1.0 \times 2.5) = \mathbf{2.5}$

GRADUATION STANDARD 4: $(1.0 \times 4.0) = \mathbf{4.0}$

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Overall HOW Score Calculation

HOW Target #1 for class A – decaying average of all scores

HOW Target #2 for class A – decaying average of all scores

HOW Target #3 for class A – decaying average of all scores

HOW Target #1 for class B – decaying average of all scores

HOW Target #2 for class B – decaying average of all scores

HOW Target #3 for class B – decaying average of all scores

HOW Target #1 for class C – decaying average of all scores

HOW Target #2 for class C – decaying average of all scores

HOW Target #3 for class C – decaying average of all scores

then

Target #1 for class A + Target #1 for Class B + Target #1 for Class C / 3 classes = overall score Target 1

Target #2 for class A + Target #2 for Class B + Target #2 for Class C / 3 classes = overall score Target 2

Target #3 for class A + Target #3 for Class B + Target #3 for Class C / 3 classes = overall score Target 3