

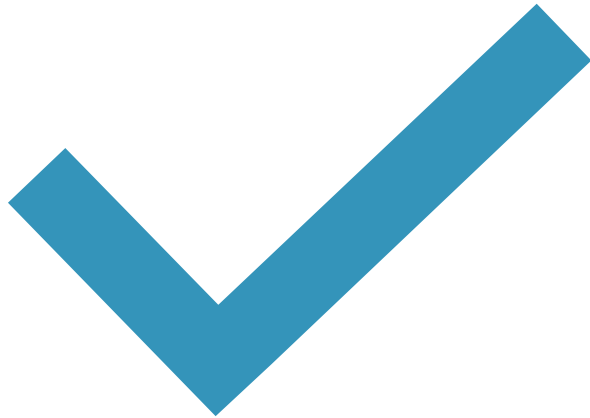
---

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

AMS OPEN HOUSE



## SAU 39 MASTERY LEARNING SYSTEM WILL PROVIDE



- Common expectations for students K-12
- More information about your child as learner, allowing for greater partnership between teacher, student and parent to support growth

# TRADITIONAL VERSUS STANDARDS-BASED REPORT CARD

Traditional Report Card

| Content Area | Score |
|--------------|-------|
| Mathematics  | B     |

Standards-Based Report Card

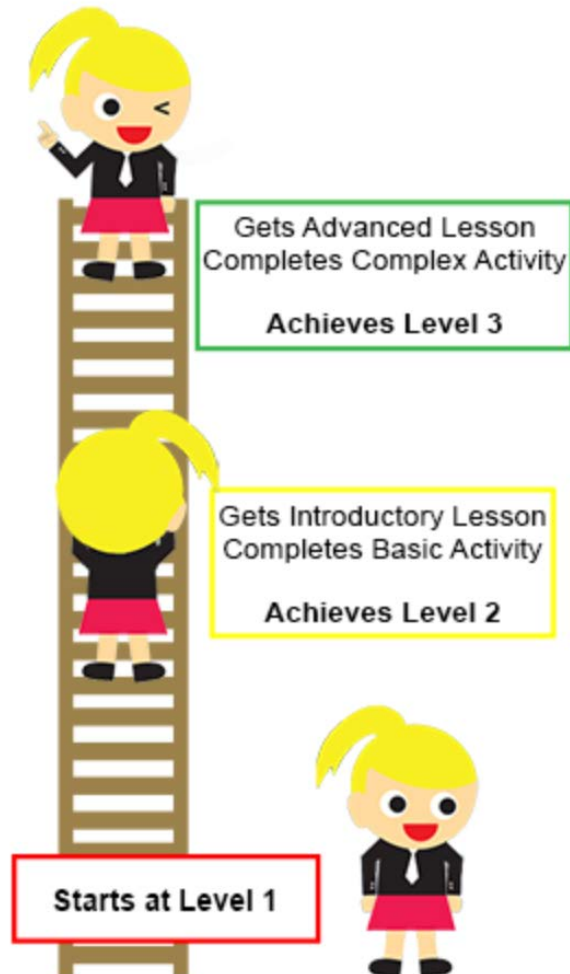
| Mathematics                           | Competency Score |
|---------------------------------------|------------------|
| Expressions and Equations             | 3                |
| Geometry                              | 4                |
| Ratios and Proportional Relationships | 3                |
| Statistics                            | 4                |
| Number System                         | 3                |
| Mathematical Practices                | 2                |



## SCORING SCALE 4 POINT SCALE

- 4 = Exceeding Beyond Standard
  - 3 = Meeting Standard
  - 2 = Approaching Standard
  - 1 = Beginning Standard
- *Criterion referenced scale in is in relation to how students perform on a standard*

## THE LEARNING PROCESS AND SCORING



- When starting a new unit or presenting a new concept, teachers present introductory lessons (*highest score is 2/2*).
- As students progress, they are offered more complex material and tasks. They continue working and learning until they reach the target (3).
- The SAU 39 Mastery Learning System also allows students to go beyond the target (4).



# FOCUSING ON LEARNING



- Honoring the learning process
- Not penalizing students for the mistakes they may have made along the way – mistakes are part of the learning process
- Goal is for students to achieve mastery

# COMPETENCIES AND STANDARDS

## Standards-Based Report Card (*competencies*)

| Mathematics (6)                       | Competency Score |
|---------------------------------------|------------------|
| Expressions and Equations             | 3                |
| Geometry                              | 4                |
| Ratios and Proportional Relationships | 3                |
| Statistics                            | 4                |
| Number System                         | 3                |
| Mathematical Practices                | 2                |

## Standards that make up a competency

### ■ Geometry (6)

- [CCSS.MATH.CONTENT.6.G.A.1](#)  
Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems
- [CCSS.MATH.CONTENT.6.G.A.2](#)  
Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = lwh$  and  $V = bh$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
- [CCSS.MATH.CONTENT.6.G.A.3](#)  
Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
- [CCSS.MATH.CONTENT.6.G.A.4](#)  
Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

# East High School Official Transcript

123 Mountain Road, Dead River, Maine 04000

Phone

Website



## Student Personal Information

Date of Birth  
Parent/Guardian

Date of Enrollment  
Date of Graduation

Address  
Contact Info

| Learning Experience                   | Proficiency Level | Duration | Type            |
|---------------------------------------|-------------------|----------|-----------------|
| <b>2009–2010</b>                      |                   |          |                 |
| English 9                             | 3.5               | Year     | Honors          |
| History 9                             | 3.0               | Year     | Course          |
| Geometry                              | 3.0               | Year     | Course          |
| Spanish I                             | 3.5               | Year     | Course          |
| Earth Science                         | 3.0               | Year     | Course          |
| Art 1                                 | 3.0               | Year     | Course          |
| <b>2010–2011</b>                      |                   |          |                 |
| English 10                            | 3.5               | Year     | Course          |
| History 10                            | 4.0               | Year     | Honors          |
| Algebra II                            | 4.0               | Year     | Course          |
| Spanish II                            | 3.5               | Year     | Course          |
| Chemistry                             | 4.0               | Year     | Honors          |
| Drama                                 | 4.0               | Semester | Course          |
| <b>2011–2012</b>                      |                   |          |                 |
| English Language and Composition (AP) | 3.5               | Year     | Honors          |
| US History                            | 3.0               | Year     | Independent     |
| Calculus                              | 3.5               | Year     | Course          |
| Spanish III                           | 3.5               | Year     | Course          |
| Physics                               | 3.5               | Year     | Course          |
| Software Development, Inc.            | 3.5               | Year     | Internship      |
| <b>2012–2013</b>                      |                   |          |                 |
| English 101                           | 4.0               | Semester | Dual-Enrollment |
| Mountain Biotech Industries (STEM)    | 3.5               | Year     | Internship      |
| Physical Education                    | 4.0               | Semester | Course          |
| Statistics (AP)                       | 3.8               | Year     | Course          |
| Health                                | 4.0               | Semester | Course          |
| Psychology (AP)                       | 4.0               | Semester | Honors          |

| Graduation Standards: Cross-Curricular Skills   |                                       | Proficiency Level |
|---|---------------------------------------|-------------------|
| <b>Maine Learning Results Guiding Principles</b>  | Clear and effective communicator      | 3.0               |
|   | Self-directed and lifelong learner    | 3.25              |
|   | Creative and practical problem solver | 3.50              |
|   | Responsible and involved citizen      | 3.75              |
|   | Integrative and informed thinker      | 4.0               |
| *The achievement of graduation standards is verified over time as students demonstrate proficiency through multiple assessments, projects, portfolios, and exhibitions. |                                       |                   |

|   |
|---|
| <b>Academic Summary</b>                   |
| GPA: 3.75                                 |
| Magna Cum Laude                           |
| SAT/ACT Scores                            |
| Academic Awards                           |
| Academic Achievements                     |
| Title of Capstone Project                 |
| <b>Grading System</b>                     |
| 3.6–4.0: Exceeds Proficiency              |
| 3.0–3.5: Proficient                       |
| 2.0–2.9: Partially Proficient             |
| 1.0–1.9: Insufficient Evidence            |
| <b>Graduation Requirements</b>            |
| <b>Demonstrated Proficiency</b>           |
| Maine Guiding Principles                  |
| English Language Arts                     |
| Mathematics                               |
| Science and Technology                    |
| Social Studies                            |
| Health Education and Physical Education   |
| World Languages                           |
| Visual and Performing Arts                |
| Career Education and Development          |
| <b>Additional Graduation Requirements</b> |
| Capstone Project                          |
| Service Learning Requirement              |

# East High School Official Transcript

<https://www.greatschoolspartnership.org/wp-content/uploads/2016/11/Exemplar-HS-Transcript.pdf>

## Graduation Standards: Performance Summary

| English Language Arts  | Proficiency Level |
|------------------------|-------------------|
| Reading Comprehension  | 3.0               |
| Reading Interpretation | 3.0               |
| Writing Range          | 3.5               |
| Writing Research       | 4.0               |
| Discussion             | 3.5               |
| Presentation           | 3.0               |

| Social Studies | Proficiency Level |
|----------------|-------------------|
| Standard 1     | 3.0               |
| Standard 2     | 3.0               |
| Standard 3     | 3.5               |
| Standard 4     | 4.0               |
| Standard 5     | 3.5               |
| Standard 6     | 3.5               |

| Health and Physical Education | Proficiency Level |
|-------------------------------|-------------------|
| Standard 1                    | 3.0               |
| Standard 2                    | 3.0               |
| Standard 3                    | 3.5               |

| Mathematics                | Proficiency Level |
|----------------------------|-------------------|
| Numbers and Quantity       | 3.0               |
| Algebra                    | 3.0               |
| Functions                  | 3.5               |
| Geometry                   | 4.0               |
| Statistics and Probability | 3.5               |

| Visual and Performing Arts | Proficiency Level |
|----------------------------|-------------------|
| Standard 1                 | 3.0               |
| Standard 2                 | 3.0               |
| Standard 3                 | 3.5               |
| Standard 4                 | 3.5               |
| Standard 5                 | 4.0               |

| Career and Education Development | Proficiency Level |
|----------------------------------|-------------------|
| Standard 1                       | 3.0               |
| Standard 2                       | 3.0               |
| Standard 3                       | 3.5               |

| Science and Technology | Proficiency Level |
|------------------------|-------------------|
| Standard 1             | 3.0               |
| Standard 2             | 3.0               |
| Standard 3             | 3.5               |
| Standard 4             | 4.0               |
| Standard 5             | 3.5               |
| Standard 6             | 3.0               |
| Standard 7             | 4.0               |
| Standard 8             | 3.5               |

| World Languages | Proficiency Level |
|-----------------|-------------------|
| Standard 1      | 3.0               |
| Standard 2      | 3.0               |
| Standard 3      | 3.5               |
| Standard 4      | 4.0               |
| Standard 5      | 3.0               |

## KEY: 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:** 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 student's achievement of one of more graduation standards.

**Internship:** Learning took place in a work-environment after which a certified teacher verified achievement of one or more graduation standards.



# 75 New England institutions of higher education state that proficiency-based diplomas do not disadvantage applicants



## Massachusetts

1. Babson College
2. Harvard University
3. Massachusetts Institute of Technology
4. Tufts University
5. Wellesley College

## Rhode Island

1. Community College of Rhode Island
2. Rhode Island College
3. University of Rhode Island

## New Hampshire

1. Antioch University New England
2. Community College System of New Hampshire
3. Dartmouth College
4. Granite State College
5. Great Bay Community College
6. Keene State College
7. Lakes Region Community College
8. Manchester Community College
9. Nashua Community College
10. NHTI-Concord's Community College
11. Plymouth State University
12. River Valley Community College
13. University of New Hampshire
14. University System of New Hampshire
15. White Mountains Community College

## REPORT CARDS AND PROGRESS REPORTS

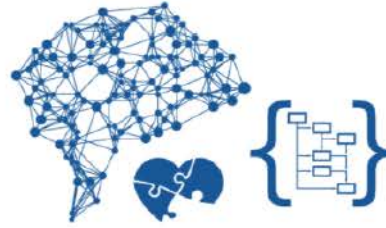
- Rolling Grades - All grades are rolling until the end of the course - Students continue to demonstrate evidence of their learning and earn scores throughout the course
- Honor Roll – one time per year, at end of year, working with SAU 39-wide committee to determine levels – draft levels are:
  - Honors With Distinction: Final course grade average of 3.8 or higher
  - High Honors: Final course grade average of 3.5 – 3.7
  - Honors: Final course grade average of 3.0 – 3.4
- National Junior Honor Society – working within charter of NJHS to determine our cut score

# 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



# NH WORK STUDY PRACTICES

## (HABITS OF WORK)

- Creativity
- Communication
- Collaboration
- Self-Direction

### Self-Direction 3-5

*An individual's ability to self-regulate, find value in structured and self-initiated tasks, and capitalize on failure; evaluating and collaboratively steering learning towards long-term goals and aspirations.*

#### Students will be able to:

- Reflect on past experiences to identify strengths and potential for growth. **(Self-Awareness)**
- Recognize own role in learning and proactively ask relevant questions. **(Initiative and Ownership)**
- Establish appropriate short-term targets as part of long-term learning goals. **(Goal Setting and Planning)**
- Follow a process identified by teacher or peer to make forward progress towards targets and goals. **(Engaging and Managing)**
- Monitor time, effort, needs, and progress. **(Monitoring and Adapting)**

| 4 - Extending   | 3 - Applying  | 2 - Developing  | 1 - Emerging  |
|---|---|---|---|
| Students will be able to display the above <u>independently</u> . | Students will be able to display the above <u>with limited guidance and support</u> . | Students will be able to display the above <u>with guidance and support</u> . | With support and guidance, students are <u>not yet able</u> to display the above. |

### Self-Direction 6-8

*An individual's ability to self-regulate, find value in structured and self-initiated tasks, and capitalize on failure; evaluating and collaboratively steering learning towards long-term goals and aspirations.*

#### Students will be able to:

- Draw on relevant prior experiences to identify successful learning strategies. **(Self-Awareness)**
- Take responsibility for own learning and pursue new areas of interest. **(Initiative and Ownership)**
- Assess needs, formulate a plan, and identify key steps. **(Goal Setting and Planning)**
- Maintain appropriate pace to meet learning targets. **(Engaging and Managing)**
- Adapt strategies, refine methods, and consider alternative approaches according to progress. **(Monitoring and Adapting)**

| 4 - Extending   | 3 - Applying  | 2 - Developing  | 1 - Emerging  |
|---|---|---|---|
| Students will be able to display the above <u>independently</u> . | Students will be able to display the above <u>with limited guidance and support</u> . | Students will be able to display the above <u>with guidance and support</u> . | With support and guidance, students are <u>not yet able</u> to display the above. |



## RESOURCES

- One School Street - Mastery Based Learning and Grading
  - <https://oneschoolstreet.org/mastery-based-learning-and-grading/>
- PTA Guides – Grade Level Overviews
  - <https://www.pta.org/home/family-resources/Parents-Guides-to-Student-Success>
- Standards
  - <https://www.education.nh.gov/instruction/curriculum/>