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

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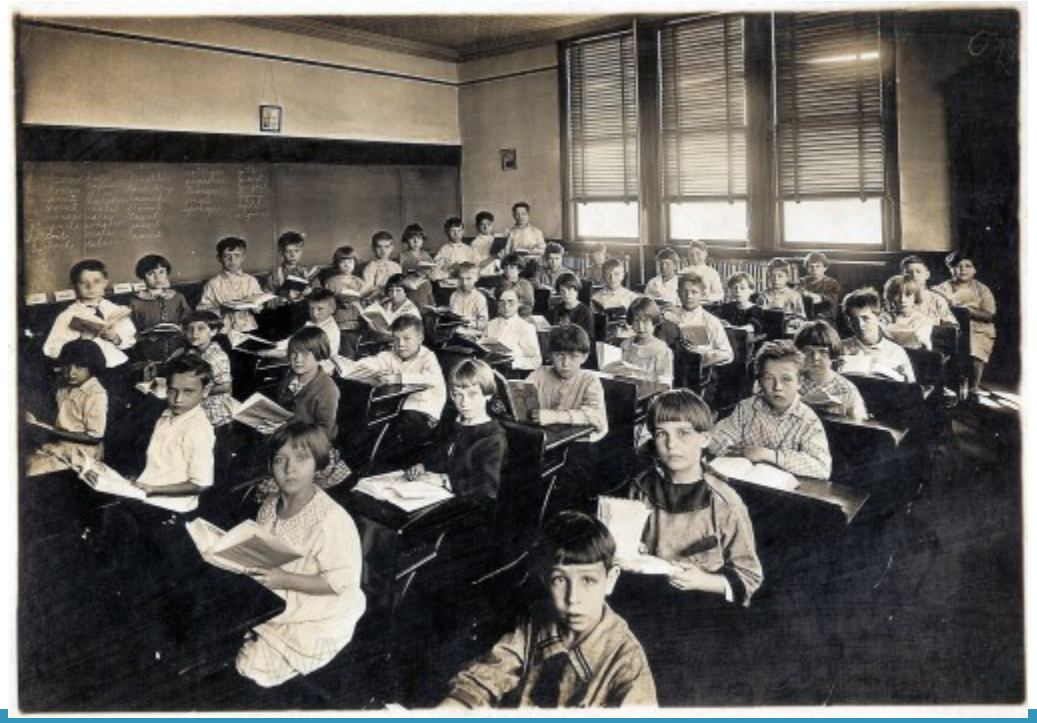

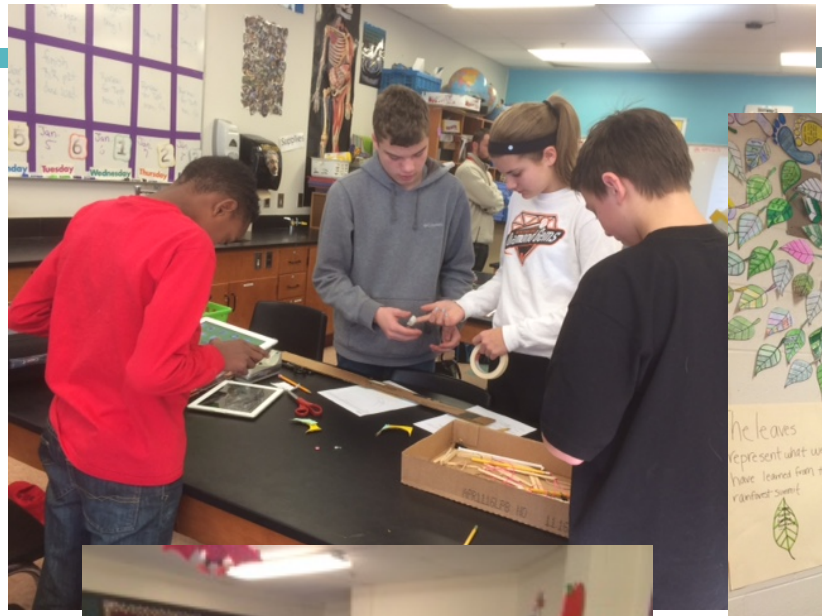

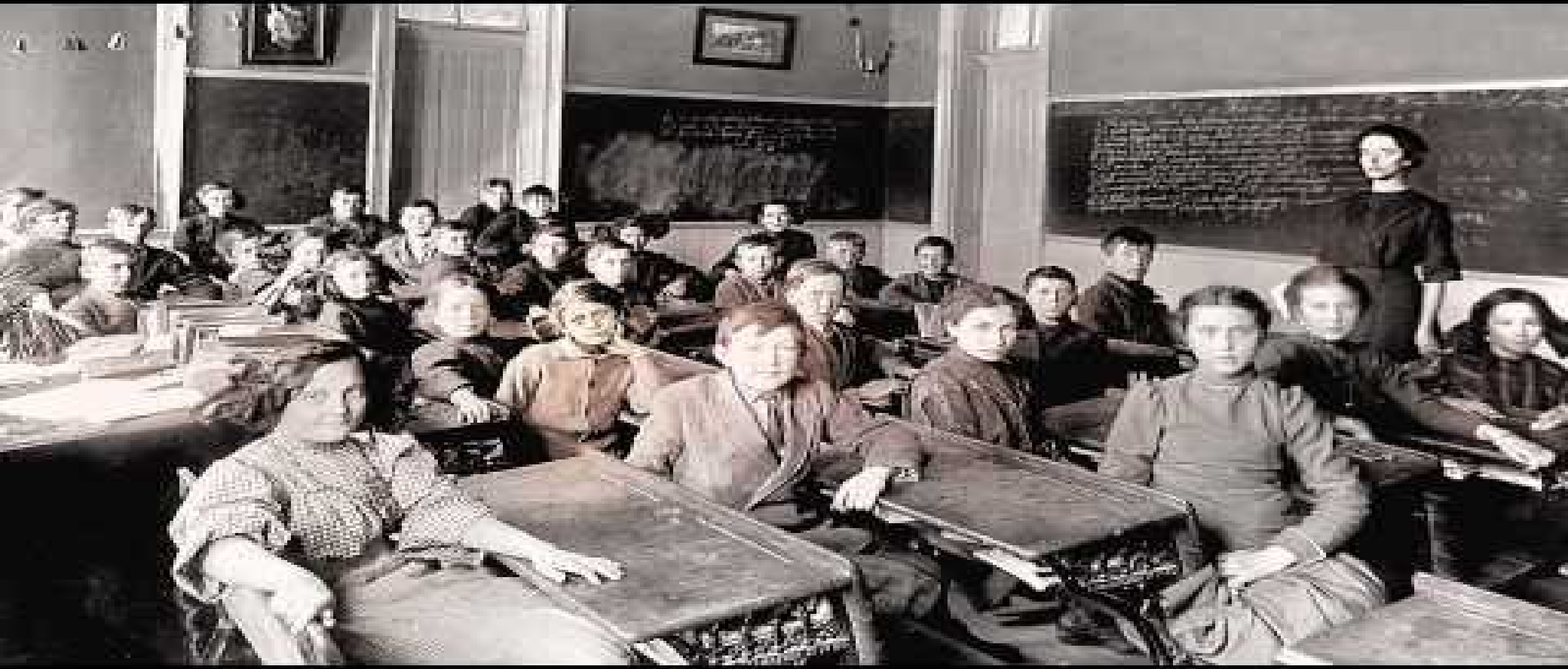

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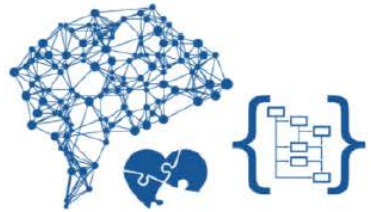
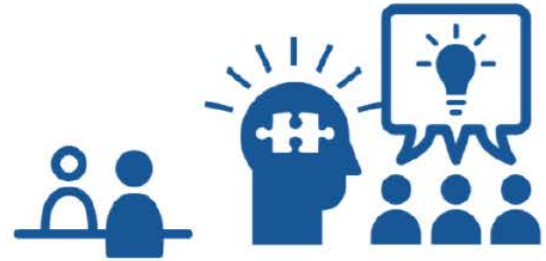




Top 10 Skills

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

Future of Jobs Report, World Economic Forum

EXAMPLE TRANSCRIPT

Bigelow High School

Mountain Rd., Dead River, Maine 04000
Phone: Website:

Student Personal Information	
	Date of Birth:
	Parent/Guardian:
Date of Enrollment:	Address
Date of Graduation:	Contact Info

Learning Experience	Level of Proficiency	Duration	Type
2009-10			
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
2010-11			
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
2011-12			
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
2012-13			
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

Academic Summary

GPA: 3.75

Magna Cum Laude

SAT Scores
Academic Awards
Academic Recognition

Grading System

1.0 - Does not meet standards
2.0 - Partially meets standards
3.0 - Meets standards
3.25 - 3.50 - Exceeds standards
3.75 - 4.0 - Exceeds standards with honors

Graduation Requirements

Demonstrated Proficiency -
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

Additional Graduation Requirements

Senior Project
Capstone Experience
Service Learning Requirement

Graduation Cross-Curricular Skills		Level of Proficiency
Maine Learning Results Guiding Principles	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

Student Proficiency is verified by numerous demonstratrions pertaining to these skills, not one time events

Revised 8.22.13

Bigelow High School
Transcript Key

Graduation Standards Performance Summary

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

Mathematics	Level of Proficiency
Numbers and Quantity	3.0
Algebra	3.0
Functions	3.5
Geometry	4.0
Statistics and Probablity	3.5

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

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

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

Science and Technology	Level of Proficiency
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	Level of Proficiency
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5
Standard 4	4.0
Standard 5	3.0

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

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 of more graduation standards.

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

Revised 8.22.13

http://greatschoolspartnership.org/wp-content/uploads/2016/11/Exemplar-HS-Transcript.pdf

TRADITIONAL VERSUS STANDARDS-BASED REPORT CARD

Traditional Report Card

Class	Q1
Mathematics	95% = A

Standards-based Report Card

Class/Standards	Q1
Mathematics	3
I can define a number sentence	2
I can solve number sentences that have brackets	2
I can solve number sentences that have braces	3
I can create number patterns using two rules	3
I can estimate the answers of number sentences	2
I can find the sum of two 2-digit numbers	3
I can find the difference of two 2-digit numbers	2
I can find the product of two 2-digit numbers	2
I can find the quotient of two 2-digit numbers	3

TRADITIONAL VERSUS STANDARDS-BASED

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

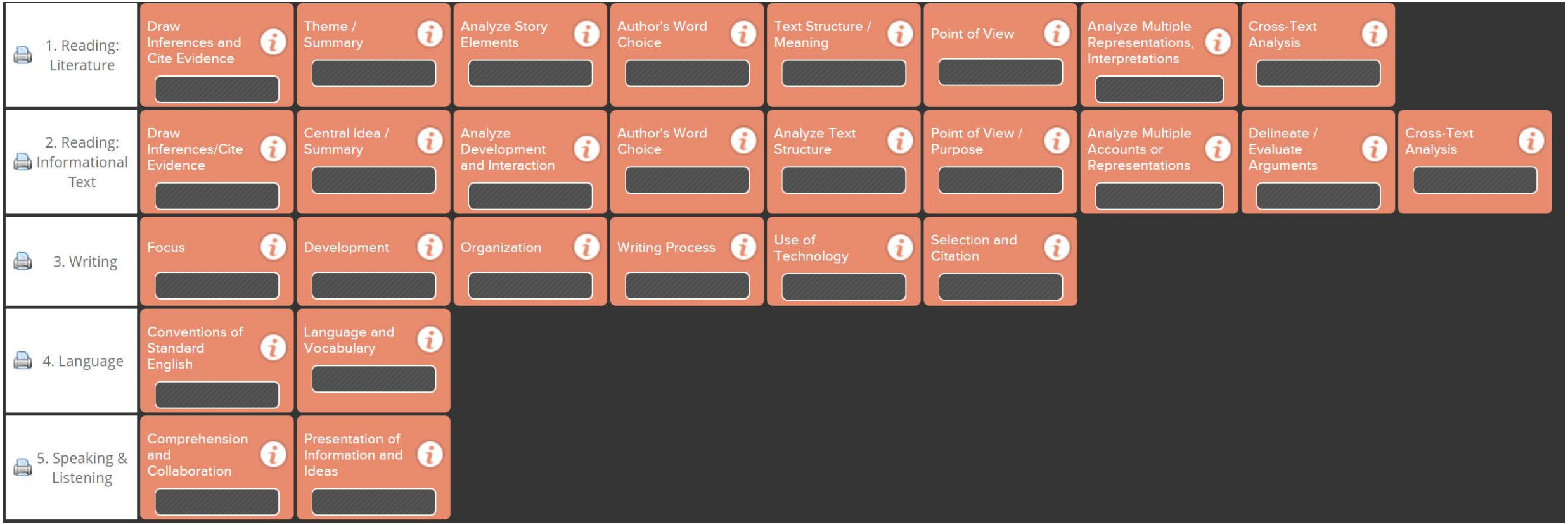
Adapted from O'Connor K (2002). How to Grade for Learning: Linking grades to standards (2nd ed.). Thousand Oaks, CA: Corwin Press.

WHY STANDARDS BASED GRADING?

- Grades should be **fair**
  - Two students with the same performance should receive the same grade
- Grades should be **accurate**
  - The grade should reflect actual performance of the student
- Grades should be **specific**
  - Students and parents know exactly what is required for students to improve
- Grades should be **timely**
  - Students and parents receive information on student performance in sufficient time to make improvements

STANDARDS BASED GRADING VIDEO

GRADE 6 LITERACY STANDARDS AND COMPETENCIES



Level [1]	Assessment Score	Descriptors[2]
Extending beyond standard	4	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.
Meeting Standard	***3***	***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.***
Approaching Standard	2	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.
Beginning Standard	1	The student is not demonstrating the application and transfer of essential content, knowledge, and skills.

LEARNING PROCESS

- When starting a new unit or presenting a new concept, teachers present introductory lessons.
- As students progress, they are offered more complex material.
- They continue working and learning until they reach the target.

Think of SBG as a ladder, where students climb up, "a rung at a time," eventually reaching the top.

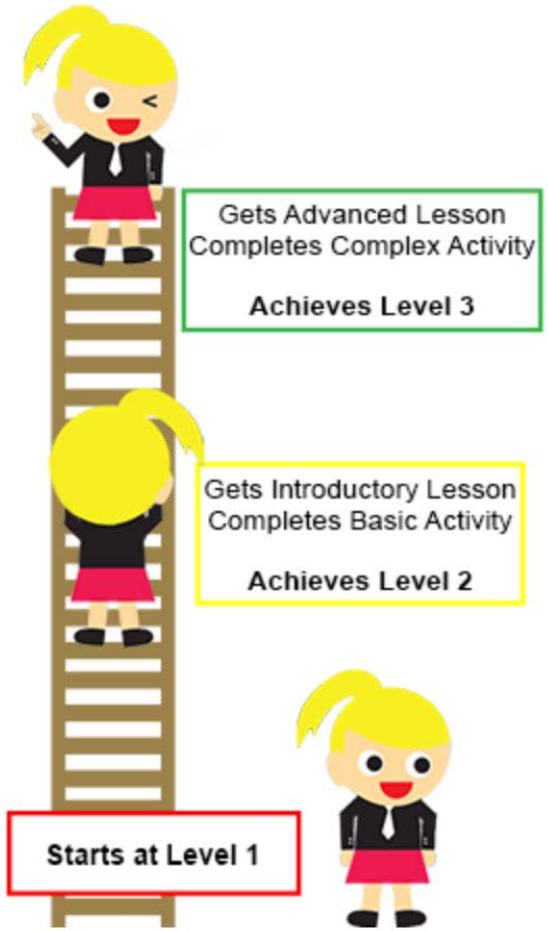


Figure 3: Climbing to mastery

SAMPLE LEARNING TARGET AND CONTINUUM

Learning Target: I can multiply multi-digit numbers	
4	I have multiplied multi-digit numbers using multiple strategies and can generate multi-digit multiplication equations from word problems
3	I have multiplied multi-digit numbers using strategies demonstrated by the teacher
2	I have multiplied a single-digit number with a multi-digit number. I have also multiplied multi-digit numbers with teacher or peer prompting
1	I have multiplied single digit numbers, but don't know how to approach multiplying multi-digit numbers

HOW DOES STANDARDS BASED GRADING IMPROVE LEARNING?

- Improved feedback
- Student ownership
- Instruction aligned to student need
- Intrinsic motivation
- Emotional safety
- Accurate measurement of learning

REPORT CARDS AND PROGRESS REPORTS – AMS NEXT YEAR

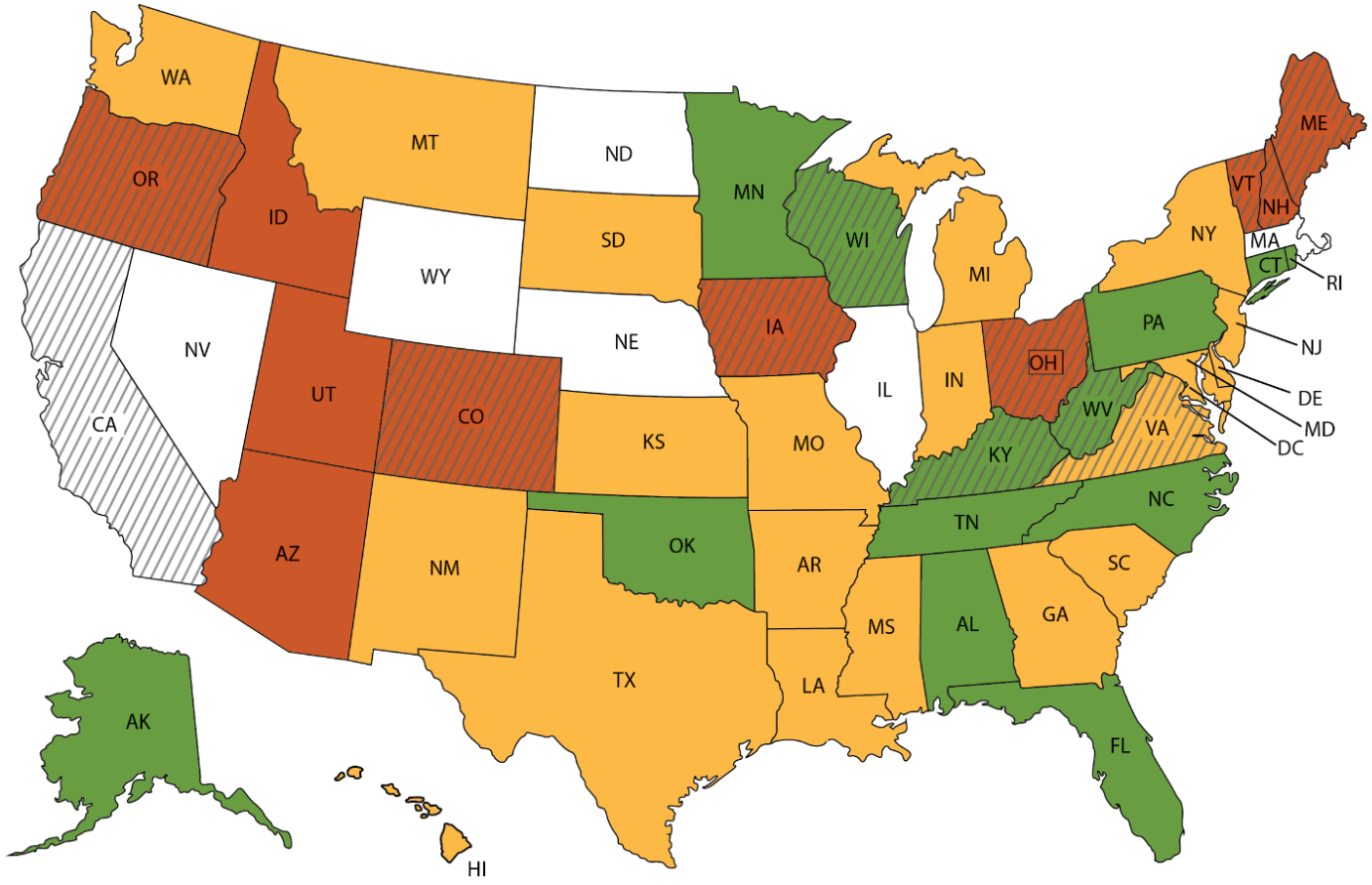
- Rolling Grades - All grades are rolling until the end of the course - Students continue to demonstrate evidence of their learning and earn scores throughout the course
- Honor Roll – one time per year, at end of year, working with SAU 39-wide committee to determine levels
- National Junior Honor Society – 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
  - https://oneschoolstreet.org/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

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

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

1. Admissions offices receive a huge variety of transcripts, including transcripts from international schools, home-schooled 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

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

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

How Selective Colleges and Universities Evaluate Proficiency-Based High School Transcripts: Insights for Students and Schools