## Proficiency-Based Learning: A Systemic Approach

### Grading and Reporting

**Beginning**
- Develop and support school-wide grading practices that emphasize effective feedback for student growth.
- Create a system for students to relearn and retake assessments.
- Ensure that the grading system does not penalize students for reassessment and non-academic factors like behavior.
- Develop a school wide rubric for habits of work.
- Conduct student and teacher surveys about current grading practices to frame school wide conversations about practices that will support learning.
- Create opportunities for teachers to examine and discuss student work and the implications for instruction.

**Refining**
- Develop and support school wide grading practices that emphasize student self-reflection and assessment.
- Separate academic progress from behaviors and habits of work in the grade book and on report cards.
- Embed reteaching and reassessment in instructional and school wide practices.
- Ensure that there are clear responses when students struggle to demonstrate sound habits/behaviors.
- Publicly recognize student success with work habits, skills, and behaviors that are essential for school and life.
- Provide time and structures for teachers to norm grades using student work and common rubrics.

### Reporting on Student Progress

**Beginning**
- In addition to overall course grades, report a small number (5-8) of broad proficiencies in each content area.
- During established conference times, discuss student learning in terms of proficiencies students have met and those they are working on.
- Develop an information system accessible at all times to parents and students that shows how a student is progressing in terms of meeting proficiencies, even if report cards still provide traditional grades.
- Build systems for students to self-reflect and demonstrate their own understanding of their progress.

**Refining**
- Develop a reporting system that teachers, students, and parents can use to understand and improve student outcomes.
- Ensure reporting practices match their purposes, by utilizing a broad array of strategies to report student learning, including informal electronic and face-to-face communication, online reporting systems, student presentations and exhibitions and portfolios.
- Refine or develop a clear school profile to use with postsecondary institutions and the local community.
- Seek feedback on reporting practices to improve communication.