Creating Proficiency-Based Transcripts

Baxter Academy for Science and Technology

Today's Presentation

Kate Driver
Nathaniel Edmunds

- What does a transcript tell you?
- Our Journey & Strategy
- BA Transcript
- Making Meaning Protocol
- Reflection
- Next Steps
- Discussion

What does a transcript tell you?

Brainstorm

Baxter Academy

Who are we?

- New public charter school
- Founded in 2013
- First Graduating Class
- Proficiency-Based & Project Based
- 320 students, 66 towns

Proficiency-Based or Standards-Referenced?

- Maine Legislation- LD 1422
- 1-4 and 4i
- Standards linked to classes ⟹ Grades linked to classes
- Can a 9th grader get a 4?

Year 1 & 2 Grading

Course/Teacher	Task	Term T1	T2	T3
★ CAD01-2 CAD I: Parametric Des/Analysis Amory, Jon A	Devising & developing solutions	3		
	Initiative & Perseverance	3		
	Modeling	3		
Section dates: 09/03/2014 - 12/05/2014				
SOC42-1 Film Study Taylor, Angela A	Relating Ideas & Theorization		3	
	Writing for a specific purpose		3	
Section dates: 12/08/2014 - 03/27/2015				
MAT20-2 Functions for Modeling Rawson, Pamela	Building Functions	3		
	Similarity, Right Triangles, and Trigonometry	3		
Section dates: 09/03/2014 - 12/05/2014				
SCI22-6 Human Evolutionary Anatomy Perks, Elke	Biological Evolution			3
	Data Analysis & Interpretation			3
	Effective communication in context			3
	Heredity			3
Section dates: 03/30/2015 - 06/19/2015				

New Grading Scale

Beyond Assessment (BA)

Excelling (EX)

Advancing (AD)

Graduation Benchmark (GB)

Progressing (PR)

Entering (EN)

No Evidence (NE)

Year 3 Grading

Course/Teacher	Task	Term T1
3120-3 Transformational Geometry Rawson, Pamela	Science & Math Practices	NE
	Geometry	PR
	Number & Quantity	GB
Section dates: 09/02/2015 - 12/04/2015		
4120-1 Matter & Substances Rawson, David	Science & Math Practices	PR
	Matter & Energy	EN
Section dates: 09/02/2015 - 12/04/2015		
2130-2 Sci-Fi D'ippolito, Heather	Reading	PR
	Writing	PR
	Speaking & Listening	PR
Section dates: 09/02/2015 - 12/04/2015		
4130-1 Waves & Mechanics Rawson, David	Science & Math Practices	PR
	Forces & Motion	GB
Section dates: 09/02/2015 - 12/04/2015		

Graduation Standards

Humanities

Reading Writing Research Speaking & Listening

Civics & Government Economics Historical Context

Graduation Standards

Mathematics

Algebra & Functions Geometry

Statistics & Probability Number & Quantity

Graduation Standards

Science

Forces & Motion Heredity & Evolution

Matter & Energy Planetary Science

Graduation Standards

World Language

Interpersonal Communication Interpretive Communication

Presentational Communication

Graduation Standards

Design

Define Problems Develop Solutions

Analyze & Optimize Solutions Aesthetics & Meaning

Performing & Producing in a Discipline

Graduation Standards

Wellness

Decision-Making & Goal Setting

Physical Fitness Activities & Knowledge

Year 3 Grading

Course/Teacher	Task	Term T1
3120-3 Transformational Geometry Rawson, Pamela	Science & Math Practices	NE
	Geometry	PR
	Number & Quantity	GB
Section dates: 09/02/2015 - 12/04/2015		
4120-1 Matter & Substances Rawson, David	Science & Math Practices	PR
	Matter & Energy	EN
Section dates: 09/02/2015 - 12/04/2015		
2130-2 Sci-Fi D'Ippolito, Heather	Reading	PR
	Writing	PR
	Speaking & Listening	PR
Section dates: 09/02/2015 - 12/04/2015		
4130-1 Waves & Mechanics Rawson, David	Science & Math Practices	PR
	Forces & Motion	GB
Section dates: 09/02/2015 - 12/04/2015		

Year 3 Grading

Advantages

- Growth in skills from class to class or year to year
- May tell you more than a "3"
- Not tied to a course (relative)

Indicators

Each Graduation Standards is made up of indicators

Indicators are currently used to grade assignments and provide feedback to parents and students regarding progress in the course

Above Target (AT)

On Target (OT)

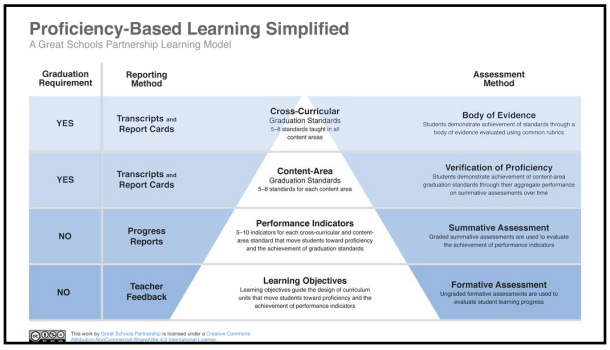
Below Target (BT)

T1 Points, Lines, & Polygons (Indicator) Detail

Category: Geometry

Name	Due Date	Assigned Date	Score	Turned In	Comments
Circles	10/08/2015	10/08/2015	OT	✓	
Transformations CYU	10/19/2015	10/19/2015			
Transformations Exit Slip	10/22/2015	10/22/2015	BT	✓	
Transformation Composition	11/05/2015	11/05/2015	OT	✓	
Final Project	11/24/2015	11/09/2015	OT	✓	

Grading on an Indicator



Sample Documents

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

Sample Documents

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

Critique

- Growth over time on Graduation Standards?
- Final Transcript has Graduation Standard Performance Summary, but what about fall senior year transcripts?
- Where did the Graduation Standard Performance Summary come from?
- What does a 3.5 in English 9 mean vs. a 3.5 in English 10?

So, what does a BA transcript look like?

Demographic Info & GPA

Student Sample 222 Main Street Portland ME 04101 11/19/98 **GPA 3.6**

01

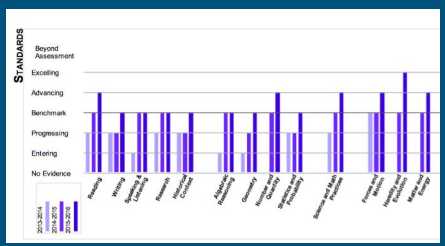
Baxter Academy for Technology and Science

BA for Technology and Science

Work on student-designed, student-driven projects comprises twenty percent of the Baxter Academy school week. Through our unique Flex Friday program, students create innovative and ethical year-long projects.

Windblade Design	Designing and manufacturing a turbine with a mechanically intelligent pitch with a goal of marketing the turbine to landowners as a cost effective way of saving energy.	2015-2016
Luthiery	Repaired a violin and built a ukulele.	2014-2015
Ethnomusicology in Maine	Explored the roots of music heritage across Maine; interviewed local artists and compiled a library of information.	2013-2014

Graph

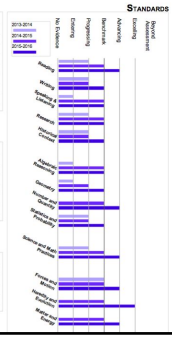


Courses and Standards

Courses — **Student, Sample**

Humanities	Advanced English 09	1 Term	2013-2014
	Cultural Geography	1 Term	2013-2014
	English 9	3 Terms	2013-2014
	Social Studies 9	3 Terms	2013-2014
	Humanities 10	3 Trms	2014-2015
	Model UN	2 Terms	2014-2015
	College Writing	College Course	2015-2016
	Constitution: Students' Rights	1 Term	2015-2016
	Multicultural Literature	1 Term	2015-2016
Math	Algebra/Stats/Trig	3 Terms	2013-2014
	Game Theory	1 Term	2013-2014
	Geometry & Cartography	1 Term	2014-2015
	Problem Solving with Algebra	1 Term	2014-2015
	Designing Experiments & Studies	1 Term	2015-2016
	Polynomials & Rational Functions	1 Term	2015-2016
	Trig & Exponential Functions	1 Term	2015-2016
Science	Introductory Physics	3 Terms	2013-2014
	Human Evolutionary Anatomy	1 Term	2014-2015
	Matter & Substances	1 Term	2014-2015
	Mechanics	1 Term	2015-2016
	Genetics	1 Term	2015-2016

Standards



Making Meaning

In table groups…

Follow provided NSRF Protocol.

Modified from National School Reform Faculty

Report Out

- Observations
  - What do you see?
  - What do you know about this student?
- Questions
- Significance

Data and Evidence

- Spoke to every college that our seniors applied to
  - Common Questions
- College Acceptances
- Merit Scholarships

Reflection

What worked well?

- Calling schools to talk about proficiency-based education
- Clean graph, easy to understand
- GPA on a 4.0 Scale
- In keeping with our beliefs about proficiency-based education and grading

What were our struggles?

- Questions about recalculating GPAs
- Questions regarding "passing" or "failing"
- Representing courses taken outside of our school on our graph (we didn't)
- Labor-intensive process
- "Page 1" key

Reflection

Challenges

- Student Information System
- Public Relations with Students and Families
- Transfer Students (both in and out of BA)

Next Steps

2016-2017 Redesign with the following questions in mind:

- ➔ How do we highlight a student's chosen path through our curriculum?
- ➔ How do we distinguish students who have chosen a particularly challenging course of study?

Next Steps

2016-2017 Redesign with the following questions in mind:

- ➔ How do we help colleges and universities understand that the scale is truly an absolute scale, not tied to a course or year?
- ➔ How can we redesign page 1 to make the interpretation more effective?

Next Steps

2016-2017 Redesign with the following questions in mind:

- How do we make our internal process easier?
- How do we make sure we're not reinventing the wheel?

Discussion

Questions & Comments