

## FHS Staff Grading & Reporting Overview 2019 - 2020

### **1. Curriculum Planning:**

***We believe that aligning courses to state and/or national standards helps to set high as well as consistent expectations for student learning.***

#### *Practice*

All courses will be aligned to state and/or national standards by content area. Courses will have a year-long plan that outlines the standards that students will learn in each course. Content area department members (as well as possibly including vertical department team members where possible) will collaborate to determine standards for each course in that department. Teams will also determine vertical standards progressions in the content area where applicable (i.e. standards for ELA 9 through ELA 12).

### **2. Scoring student work:**

***We believe that common scoring tools provide clarity and meaningful feedback for student learning goals as well as consistency across classrooms.***

#### *Practice*

All departments will use common scoring criteria for assessments that is aligned with content area standards. Teachers will share these scoring criteria with students in order to make learning expectations/goals clear as well as to provide feedback to students on progress toward those goals.

Example: ELA 9: **Standard 1: READING:** Comprehend, interpret, analyze, and evaluate appropriately complex literary and informational texts independently and proficiently.

	Beginning	Developing	Proficient	Distinguished
<b>Read closely to determine what the text says or implies and to make logical inferences from it.</b>	I can use little or no evidence. Minimal analysis is provided. Or, not long enough to determine.	I can cite limited textual evidence to support analysis.	I can cite textual evidence to support a mostly accurate analysis of what the text says explicitly and inferentially.	I can cite effective and convincing textual evidence to support an accurate analysis of what the text says explicitly and inferentially.

### **3. Scoring Criteria: 100-point alignment:**

***We believe that having a school-wide points range for scoring criteria helps to create consistency in scoring across classrooms.***

#### *Practice*

<i>Insufficient or no evidence</i>	Beginning	Developing	Proficient	Distinguished
<b>0 - 59</b>	<b>60 - 69</b>	<b>70 - 82</b>	<b>83 - 92</b>	<b>93 - 100</b>

#### **4. Reassessment:**

***We believe students should be able to earn the opportunity for reassessment in order to reach proficiency.***

In our school, students can earn opportunities for reassessment. Each course will have a clearly outlined process for how and when a student is eligible to reassess. Teachers of each course will inform students of their reassessment process. All tasks associated with the relearning process are at the discretion of the teacher.

*Although reassessment can/will look different in each course, there are some school-wide processes that we'll use:*

- A student will have the option to request to retake or revise a summative assessment if s/he has not yet reached proficiency (83 or higher).
- Teachers decide whether a student is eligible to participate in the reassessment process.
  - Habits of Work grades are factored into this decision.
- Students who do not request or do not complete the reassessment opportunity will maintain the original score.
- There are no reassessments for midterm and final exams.
- There are no opportunities for reassessment for incidents of academic dishonesty.

#### **5. Course Grades**

***We believe that separating content area standard scores from Habits of Work scores provides students with more targeted feedback about growth in distinct skills and knowledge.***

##### *Practice*

Students will earn two grades per course: one overall academic course grade based on content area standards and a separate course grade for Habits of Work. Course scores for both academic and habits of work scores will be determined by the average of all standards for that particular course. Course averages for academic standards will be used to determine progression to the next level in that content area if applicable, earning credit for the course, as well as honor roll and co-curricular eligibility.

#### **6. Habits of Work:**

***We believe that providing students with clear goals and feedback for strong habits of work skills will better prepare them for life beyond high school in a college and/or career setting.***

##### *Practice*

Teachers will use a school-wide Habits of Work rubric in each and every course and students will receive feedback on their progress toward the Habits of Work standards. The HOW rubric have 3 standards, Preparedness, Engagement, and Work Ethic, which will be score on the same 100 pt scale as the scoring criteria for content area standards. The 3 categories of the HOW rubric will be averaged together for an overall course habits of work score.

- We will use the same 100 pt scale for HOW as for Academic work; teachers will determine the actual points (i.e. teachers can score on a 1-4 on the HOW rubric and convert that number to the 100 pt scale).
- Scores will be entered for HOW **at least once every two weeks** All three domains must be scored at least once in a month.
- Teachers will continue to work in PLCs to discuss how to both teach, assess and give formative feedback to students on the development of habits of work skills.

## 7. Reporting in PowerSchool

***We believe that scores in PowerSchool should give students overall course feedback as well as feedback about progress related to specific standards.***

### *Practice*

Teachers have three categories in their gradebooks: Summative, Formative and HOW.

- Formatives may have a weight of 1 - 3
- Summatives will have a weight of 10
- HOW will be reported separately

Scores will be entered for each standard assessed and an overall score for the task.

Assignments will be linked to standards - not performance indicators

Course grades will be based on an equal weighting of the two semesters (50% each).

Teachers may still choose to administer midterm and final exams/assessments and choose to weigh those scores more heavily within the S1 and S2 grades. Standards scores will stay “open” until the end of each semester, not until the end of the quarter or year; standards scores will close each semester and the two semesters will average together for the year. For semester-long courses, there will only be one grade at the end of the semester.

In 2019-2020 *Monthly Grade Checks* will take place during advisory. All students in grades 9-12 will participate in monthly grade checks and reflections during advisory in order to monitor their academic progress throughout the semester.

- Whole process is done during the first 10 minutes of advisory
- All students grades 9-12 participate
- 1st Thursday of the month starting in October

Oct 3rd	March 5th
Nov 7th	April 2nd
Dec 5th	May 7th
Jan 9th	June 4th
Feb 6th: Semester grades check	report cards sent home end of June

### Process

1. Student opens PowerSchool
  - a. If for some reason, student doesn't have a laptop, student sits with advisor & advisor pulls up that student's PowerSchool account
2. Student checks grades and then opens Google form in email sent from administration
3. Student submits the google form with grade reflection questions
4. Advisee responses are sent to individual advisors
5. Advisor decides what students to meet with further

## **8. Student Promotion:**

***We believe that students' content area standards scores provide us with information about student readiness levels for future courses in the content area.***

### *Practice*

Course scores at the end of the year (or semester for semester-only courses) are what determines promotion to the next course and if FHS credits are earned.

- If students are “Beginning” or below, they can’t move on without some kind of intervention or repeating
  - Below 60 (below “beginning”) = > must repeat course (no FHS credit earned)
  - 60-69 (Beginning) = > eligible for summer school (no FHS credit earned)
  - 70-75 (low Developing) = > move on with support\* (earn FHS credit)
  - 76 and higher (Developing & beyond) = > move on (earn FHS credit)

\*Examples of “moving on with support” are being placed in a learning lab, writing center, math lab, intervention course, being assigned an adult mentor, etc.

## **9. Student Recognition, and Eligibility:**

***We believe that students should be recognized for excellence in both academic skills and performance and habits of work skills. We believe that students must demonstrate progress in both areas in order to participate in co-curricular activities.***

### *Practice*

Honor Roll: Honor Roll recognition will be shared with students at the end of Semester 1 and Semester 2.

- Academic Honor Roll for content area overall course scores
  - High Honors: “Distinguished” (93-100) in each and every course
  - Honors: “Proficient” (83-92) in each and every course
- Habits of Work recognition
  - Distinguished Habits of Work Recognition: (93-100) in each & every course
  - Habits of Work Recognition: (83-92) in each & every course

Co-curricular Eligibility: (*Eligibility timelines follow the school-wide process for co-curricular eligibility that is outlined in the FHS Athletic/Co-curricular Handbook. The Athletic/Co-curricular Handbook is currently being revised and will be updated by the start of the school year.*)

- 70 in each and every course for the overall course average of Content Area Standards (Low Developing and Higher)
- 76 or higher in each and every course for the overall course average of Habits of Work (Developing and Higher)