# Understanding Sanborn's Grading and Reporting System:
## A Guide for Parents and Students

Sanborn Regional High School uses a **competency-based grading and reporting system** for all of its courses. The purpose of this document is to give a basic overview to parents and students of how this system works. Additional resources are available for download on the school district website.

### What is a competency?

A competency is the ability of a student to apply content knowledge and skills in and/or across the content area(s). At Sanborn, there are two kinds of competencies used in grading:

**School-Wide:** Sanborn has six "21st Century Expectations for Learning," also known as the P.R.I.D.E. standards, that are based on social and civic "behavioral" expectations. These are assessed regularly on summative assignments by each teacher in each course using a rubric. These grades are NOT included in the final grade calculation for courses but a summary of these grades appears on each student's final transcript that is made available to employers and colleges. These grades are also used as eligibility criteria for various awards, honors, and privileges at the school.

**Course-Based:** Each course at Sanborn has competencies that are specific to each course. These competencies are the "big ideas" of the course and answer the question: *What is it we want our students to know and be able to do in this course?* These competency grades are printed each quarter for each course on Sanborn's report card and ARE included in the final grade calculation for courses.

### How are the competencies linked to grades?

**Formative Assessment:** A formative assessment is an assessment for learning and can be broadly described as a "snapshot" or a "dipstick" measure that captures a student's progress through the learning process. It explains to what extent a student is learning a concept, skill, or knowledge set. Formative assessments are "practice" and are not heavily weighted in the grading system. Examples of formative assignments include class work, homework, and quizzes.

**Summative Assessment:** A summative assessment is a comprehensive measure of a student's ability to demonstrate the concepts, skills, and knowledge embedded within a course competency. It is an assessment of learning that is heavily weighted in our grading system. At Sanborn, each summative assignment is linked to at least one (or more) of the course-based competencies. Examples of quality performance-based summative assignments include research projects, presentations, labs, writings, tests, and other similar performance tasks.

A student's grade is based cummulative over the entire length of the course (not an average of quarter grades). Summative assessments are weighted at least 90% of the overall course grade.

### What is the grading scale that all teachers use?

At Sanborn, all assignments are graded on a 4.0 rubric scale. Teachers report assignment grades as an individual letter. Final course grades are reported as a numerical score based on the following ranges:

| | |
|---|---|
| **Exemplary (E):** | Final grade of 3.50-4.00 |
| **Proficient (P):** | Final grade of 2.50-3.49 |
| **Basic Proficiency (BP):** | Final grade of 1.50-2.49 |
| **Limited Proficiency (LP):** | Final grade of 0.50-1.49 |
| **Not Met (NM):** | Final grade of 0.01-0.49 |
| **Not Yet Competent (NYC):** | Final grade of 0.00 |
| **Insufficient Work Shown (IWS):** | Final grade of 0.00 |

### How does a student earn credit for a course?

In order to receive full credit for a course, both of the following conditions must be met:

1. The final course grade must be at a Basic Proficiency (BP) level or higher.

2. The final competency averages for each course-based competency must be at a Basic Proficiency (BP) level or higher.

### What happens if a student does not earn credit?

**Credit Recovery:** If a student does not receive an overall course grade at a Basic Proficiency (BP) level or higher, they will have to recover the credit for that course by repeating it either at Sanborn or by registering for an approved online program.

**Competency Recovery:** If a student earns a final course grade at a Basic Proficiency (BP) level or higher but does not receive a Basic Proficiency (BP) level or higher in each of the course competencies associated with the course, the student will receive a final course grade of Not Yet Competent (NYC) and will need to recover the competency(ies) using an alternative method such as an online module or a teacher-directed project that is tailored specifically for individual student needs. Once the student demonstrates basic proficiency, the original grade will supersede the NYC and an additional entry will be added to the transcript, indicating: Competency Recovery, following the subject of the course, and the student will earn the credit for the course.

Credit and competency recovery programs are managed by the Guidance Department staff in conjunction with the teacher(s).

### What grading practices are common to all classes?

**Reassessment:** If a student receives a summative assessment grade that is at the Proficiency (P) level or below, they may be eligible to reassess on that assessment provided they complete a reassessment plan that is mutually established with the teacher. The reassessment is typically just the parts of the assignment for which the student was not at a Proficiency (P) level. The teacher would record the new grade earned in the grade book.

**Mandatory Assessments:** Assessments provide teachers with evidence that is necessary for determining grades. Students, teachers, parents, counselors, and administrators will do "whatever it takes" to make sure students complete all major summative assignments. Students who refuse to complete an assignment will receive classroom or school-level disciplinary consequences. The grade for that assignment or the overall course may be recorded as Insufficient Work Shown (IWS) until the student completes the work. At the end of the year, an IWS as a final grade results in no credit earned for that course.

**Learning Trend:** When fewer than four assessments have been linked to a competency, the competency grade is computed by taking an average of the assessment grades. Once four or more assessments have been linked to a competency, the competency grade is computed using a learning trend model. In this model, the student's most recent work is given higher weight than older work when computing a grade. A learning trend is a more accurate representation of a student's learning as they progress through a course.

### How can students track their progress in a class?

Individual student course grades and report cards are available for viewing at any time by logging into the Pinnacle Internet Viewer (PIV). The Guidance Office issues individual PIV logins at the beginning of each year to parents and students. The PIV allows individuals to view grades by course on individual assignments as well as current competency and course averages. Official Sanborn report cards can be generated at any time in the PIV. Students and parents are strongly encouraged to contact teachers directly when they have questions or concerns about information in the PIV. The guidance office is also available to answer basic PIV questions and help with login information.

# SANBORN REGIONAL HIGH SCHOOL
# 21st CENTURY LEARNING EXPECTATIONS

| Expectation | Exemplary | Proficient | Basic Proficiency | Limited Proficiency |
|---|---|---|---|---|
| **Student Will:** | Student meets all "Proficient" and improves by: | Student meets all "Basic Proficiency" and improves by: | Student meets all in "Limited Proficiency" and improves by: | **Student Will:** |
| **Effectively Communicate**<br><br>Use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding | Communicating in an exceptional manner that is appropriate to share with a broader audience | Using effective communication skills all of the time | Demonstrating progress in the attainment of communication skills by revising work to improve quality | Demonstrate minimal progress toward developing the communication skills |
| **Creatively Solve Problems**<br><br>Use original and flexible thinking to communicate ideas or construct a unique product or solution | Reflecting on how to improve the solution to be more creative and efficient | Solving problems using creativity and critical thinking skills all of the time | Solving problems using creativity and critical thinking skills some of the time | Solve problems with limited creativity and critical thinking skills |
| **Contribute to Their Community**<br><br>Work in diverse groups to achieve a common goal | Being respected by peers and adults for contributions to the community | Always contributing positively to the community | Contributing positively to the community with minimal adult direction | Contribute positively to the community with adult direction |
| **Self-Manage Their Learning**<br><br>Initiate and manage learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner | Risk-taking in an effort to grow from their learning experience | Working independently and meeting due dates all of the time | Working independently with some direction by adults and meeting due dates some of the time | Work with the direction of adults and/or needs prompting to know due dates |
| **Produce Quality Work**<br><br>Recognize and produce work of high quality | Producing exceptional work that is appropriate to share with a broader audience | Producing quality work all of the time and asking adults how to improve quality of work | Reassessing failing grades to improve quality of work and/or producing quality work some of the time | Accept failing grades with no attempt at reassessment |
| **Responsibly Use Information**<br><br>Demonstrate a proficiency to effectively and ethically find and use information | Reflecting on how to improve research skills to expand upon the type and quality of information used | Using effective research skills all of the time | Demonstrating inconsistencies in the effective use of all research skills | Demonstrate minimal progress towards developing the research skills of identifying, locating, evaluating, and responsibly using information |

# Understanding the Competency-Based Grading and Reporting System

## Algebra 1 CP

**TEACHER**

| | Block: 1 | Days Absent: 2 | | Days Tardy: 4 |
|---|---|---|---|---|

| School-Wide Academic, Civic, and Social Expectations For Learning | Qtr 1 | Sem 1 | Qtr 3 | Sem 2 |
|---|---|---|---|---|
| **Effectively Communicate:** Demonstrate a proficiency in the communication skills of reading, writing, speaking, viewing, and listening | 3 | | | |
| **Creatively Solve Problems:** Demonstrate a proficiency in problem solving and critical thinking skills | 3 | | | |
| **Responsibly Use Information:** Demonstrate a proficiency to effectively and ethically find and use information | 3 | | | |
| **Self-Manage Their Learning:** Demonstrate responsibility, intelligent risk-taking, effort, and initiation for one's own learning | 3 | | | |
| **Product Quality Work:** Recognize and produce work of high quality | 3 | | | |
| **Contribute To Their Community:** Resolve conflict, assume responsibility for behavior, demonstrate diversity and tolerance, maintain a safe and supportive environment, and contribute responsibly to one's school, community, and world | 3 | | | |

| Course-Based Competencies | Qtr 1 | Sem 1 | Qtr 3 | Sem 2 |
|---|---|---|---|---|
| Numbers and Quantities | P | | | |
| Algebra | P | | | |
| Functions | P | | | |
| Statistics and Probability | BP | | | |
| **Overall Course Grade** | 3.4 | | | |

Sanborn's Competency-based Grading System is designed to report out to students and parents three different types of information: 1. Work Study Practices, 2. A level of student Competency in a course, and an 3. Overall Grade Average for the course. All three together create a more complete report of a student's achievement, competency, and college and career readiness. The system provides more information for parents beyond a grade point average.

## 1st Calculation

### 21st Century Skills [Work Study Practices]…

- 21st Century Learning Scale

| Exemplary | Proficient | Basic Proficiency | Limited Proficiency |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

- Each course assigns scores
- All scores averaged for the year

## 2nd Calculation

### Competencies…

- Competency grades calculate using only those assignments with standards attached.
- Standards can trend if there are more than four assignments measuring the standard. The student's strongest and most recent performance is taken into account for the trend-line.
- Competency grades are separate grades from the course over-all grade.
- Competency grades are expressed using the letter scale identified for competency.
  E- Exemplary, P-Proficient, BP- Basic Proficiency, LP- Limited Proficiency, NM- Not Met
- Students may

## 3rd Calculation

### Overall Grade

- The overall grade for a course includes all assignments entered in the grade book.
- Course overall grades are calculated as an average.
- Formative grades are weighted as 10% of the overall grade.
- Summative grades are weighted as 90 % of the overall grade.
- Overall Course Grades are scored on a four-point rubric.

# Understanding the Pinnacle Internet Viewer (PIV)

Individual student course grades and report cards are available for viewing at any time by logging into the Pinnacle Internet Viewer (PIV). The Guidance Office issues individual PIV logins at the beginning of each year to parents and students. The PIV allows individuals to view grades by course on individual assignments as well as current competency and course averages. Official Sanborn report cards can be generated at any time in the PIV. Students and parents are strongly encouraged to contact teachers directly when they have questions or concerns about information in the PIV. The guidance office is also available to answer basic PIV questions and help with login information.

## The PIV Home Page

When you first log into the PIV, you are brought to a home page which gives you a quick snapshot of grades for each course that the student is enrolled. The "semester 1" and "semester 2" columns show only the culmination of the grades for that particular semester, but since the school using a "rolling grade," it is really the course grade column that matters most. The course grade column shows what the student's final course grade would be if the marking period were to close.



Remember that grades are updated in real-time as teachers input assignment grades into their gradebooks.

On the column to the left, the user can generate reports to show grade and attendance summaries for the student over time. The SRHS Report card can also be printed from this menu.

The user can click on a course title to get a description of that course. The user can also click on individual course grades for more information (see the assignment level page description below).

## The PIV Assignment Level Page

From the Home Page, the user can click on an individual course grade and it brings the user to the assignment level page for that course. On this page, the user can see all of the assignments that have been entered into the gradebook for the student by the teacher. Clicking on an assignment title will bring up more information about that assignment, if the teacher has entered information. In addition to the grade, the user is able to see what type of assignment it was (formative or summative), the original due date, and the maximum number of points that were possible for that assignment.



At the bottom of the screen, the user is able to see how many total points the student earned for each category (formative and summative). Those category grades are used to compute the overall course grade. Most courses weight summative assignments at 90% of the overall course grade but some weight them as high as 100%. Refer to the individual course syllabus guide for this information.

# Understanding Rubric Grading
# A Guide for Parents and Students

## Overview

Sanborn Regional High School has used a competency-based grading and reporting system since 2010. Prior to the 2014-2015 school year, some teachers used a 100 point scale and some used a rubric scale to compute grades. Beginning with the 2014-2015 school year, all teachers will use a rubric-based scale to compute both competency and course grades for students in their classes. A rubric scale is different from a 100-point grading scale in the following ways:

With a traditional 100-point scale, all grades typically start at 100 percent and deductions are taken by the teacher for missing or incorrect components to arrive at a final percentage score. These deductions can vary from assignment to assignment and teacher to teacher, and depend on the expectations that are set for each assignment. Many students think of this system as one in which they must accumulate a certain number of points over time to reach a passing (proficient) or high (exceeding) grade.

A rubric is a chart that lists the criteria and a variety of levels that describe proficiency over the length of a course. Rubrics at Sanborn are based on four levels: Exemplary, Proficient, Basic Proficiency, and Limited Proficiency. With a rubric scale, a teacher determines a grade by first looking at the student work and determining which level of the rubric is the most appropriate match for that work. Teachers generally develop rubrics that are specific to the course, competency, or skill they are assessing. Students are provided with these rubrics when an assignment or task is given so that they have a clear expectation of what they need to do in order to complete the assignment or task at a Proficient (or Exemplary) level.

## Sanborn's Grading Scales

The chart below identifies the various grades that are used to report student achievement as well as a description of what those grades mean.

| | Level | Letter Code | Rubric Grade Range | What The Grade Means |
|---|---|---|---|---|
| Competent | Exemplary | E | 3.50 – 4.00 | The student consistently and independently demonstrates the ability to analyze and synthesize essential content knowledge and skills in a new task. |
| | Proficient | P | 2.50 – 3.49 | The student consistently and independently demonstrates the ability to apply and transfer essential content, knowledge and skills in a new task. |
| | Basic Proficiency | BP | 1.50 – 2.49 | The student demonstrates the ability to comprehend and apply essential content, knowledge and skills in a familiar task. |
| Not Competent | Limited Proficiency | LP | 0.50 – 1.49 | The student is not demonstrating the application and transfer of essential content, knowledge and skills. |
| | Not Met | NM | 0.01-0.49 | The student is not competent in the performance standard(s). |
| | Not Yet Competent | NYC | 0.00 | NYC: The student is not yet competent in all of the performance standard(s). |
| | Insufficient Work Shown | IWS | 0.00 | IWS: The student has not produced a sufficient amount of evidence to determine the level for which they have met the performance standard(s). |

Over the past few years, the school has come to understand that the rubric-based scale has produced grades that are more accurate, consistent, meaningful, and supportive of learning than grades that were produced from the 100-point scale.

**Accurate:** By basing a student's grade on academic factors, the teacher creates a clear picture of what the student has learned without the influence of other behavioral like participation, effort, attitude, or adherence to deadlines. Grades are reported separately on report cards & transcripts.

**Consistent:** For each unit or summative assessment, the teacher provides rubrics that describe exactly what the student will need to master. Using these rubrics establishes clear expectations for mastery up front and applies them consistently throughout the unit and the course. It also establishes clear expectations for students for what it means to reach the "exceeding" level.

**Meaningful:** A meaningful grade is one that clearly communicates what learning has taken place. In a competency-based course, scores are recorded by competencies rather than by assessment types (such as tests or homework), making it easier to identify areas of strength and to address areas of concern for each student.

**Supportive of Learning:** Competency-based grading system with rubric scales supports learning by focusing on the material that has or has not been learned rather than on accumulating points to reach a certain total. Reassessments also support student learning by allowing new levels of learning to replace old ones when a student shows improvement on an assessment.

# Understanding Grade Point Average (GPA), Graduation Titles & Honors, and Class Rank: A Guide for Parents and Students

## Overview

Sanborn Regional High School transcripts report Cumulative Non-Weighted Grade Point Average (CUM NON-WEIGHTED GPA) and Class Rank. The reported Cumulative Non-Weighted Grade Point Average (CUM NON-WEIGHTED GPA) is a non-weighted calculation, using the scale(s) below, where all classes, regardless of level, receive the same weight of *College and Career Prep*. The reported Class Rank is based on a cumulative weighted grade point average, using the scales below, where classes receive the weight by course level (College and Career Prep, Honors, Advanced Placement, and Dual Enrollment (e.g. Project Running Start, NECC, eStart). Class rank is computed for grades 11 and 12 at the end of the academic year. A student must be enrolled at Sanborn for at least two full semesters prior to being eligible for class rank standing in their junior year.

## Sanborn's Weighted GPA Scale

| Courses Completed During the 2011-2012 Academic Year | | | | | |
|---|---|---|---|---|---|
| Achievement Level | Final Course Grade | Regular | College and Career Prep (CCP) | Honors (H) | Dual Enrollment (DE) Includes Advanced Placement (AP), Running Start (RS), NECC |
| Exceeding | 90-100 | 3.500 – 4.000 | 3.570 – 4.080 | 3.675 – 4.200 | 3.780 – 4.320 |
| Meeting | 80-89 | 3.000 – 3.450 | 3.060 – 3.519 | 3.150 – 3.623 | 3.240 – 3.726 |
| In Progress | 70-79 | 2.500 – 2.950 | 2.550 – 3.009 | 2.625 – 3.098 | 2.700 – 3.186 |
| Limited Progress | 65-69 | 2.250 – 2.450 | 2.295 – 2.449 | 2.363 – 2.573 | 2.430 – 2.646 |
| Standard Not Met, Not Yet Competent | Below 65 | 0.000 – 2.200 | 0.000 – 2.440 | 0.000 – 2.310 | 0.000 – 2.376 |

| Courses Completed During the 2012-2013 and 2013-2014 Academic Years | | | | |
|---|---|---|---|---|
| Achievement Level | Final Course Grade | College and Career Prep (CCP), Regular | Honors (H) | Dual Enrollment (DE) Includes Advanced Placement (AP), Running Start (RS), NECC |
| Exceeding | 90-100 | 3.6 – 4.3 | 4.1 – 4.8 | 4.6 – 5.3 |
| Meeting | 80-89 | 2.4 – 3.4 | 2.9 – 3.9 | 3.4 – 4.4 |
| Inconsistent Progress | 70-79 | 1.3 – 2.3 | 1.8 – 2.8 | 2.3 – 3.3 |
| Limited Progress | 65-69 | 0.7 – 1.2 | 1.2 – 1.7 | 1.7 – 2.2 |
| Standard Not Met, Not Yet Competent | Below 65 | 0 | 0 | 0 |

| Courses Completed During the 2014-2015 Academic Years and Beyond | | | | |
|---|---|---|---|---|
| Achievement Level | Final Course Grade | College and Career Prep (CCP), Regular | Honors (H) | Dual Enrollment (DE) Includes Advanced Placement (AP), Running Start (RS), NECC |
| Exemplary | 3.50-4.00 | 3.3 – 4.3 | 3.8 – 4.8 | 4.3 – 5.3 |
| Proficient | 2.50-3.49 | 2.0 – 3.2 | 2.5 – 3.7 | 3.0 – 4.2 |
| Basic Proficiency | 1.50-2.49 | 0.7 – 1.9 | 1.2 – 2.4 | 1.7 – 2.9 |
| Limited Proficiency | 0.50-1.49 | 0 | 0 | 0 |
| Not Met | 0.01-0.49 | 0 | 0 | 0 |
| Not Yet Competent, Insufficient Work Shown | 0.00 | 0 | 0 | 0 |

## Honor Roll

Honor roll is determined once, at the end of each academic year, and is based on a current-year non-weighted GPA.

**Honors With Distinction:** Current-year non-weighted GPA of 3.90 or higher (average course grades of 3.75 or higher for the year)
**High Honors:** Current-year non-weighted GPA of 3.30 – 3.89 (average course grades of 3.50-3.74 for the year)
**Honors:** Current-year non-weighted GPA of 2.70 – 3.29 (average course grades of 3.00-3.49 for the year)

## Class Rank

Class rank is based on the cumulative weighted grade point average (GPA) using the scale(s) described above. It is computed for grades 11 and 12 at the end of the academic year. A student must be enrolled at Sanborn for at least 2 full semesters prior to being eligible for class rank in the junior year.

## Student Speakers For Graduation Events

Beginning with the Class of 2015, all students will be invited to apply to be speakers for graduation events (2 for Graduation, 2 for Class Day, and 1 for Scholarship Night). At least six months prior to graduation, the building principal will invite interested students to submit a speech. Speeches will be judged blindly by a jury of adults selected by the building principal. The jury will determine which speeches will be delivered for which events. The selection criteria that the jury will use will be established in advance and made available to any student prior to submitting their speech.

## Special Graduation Titles

At the end of grade 12, the valedictorian, salutatorian, and class essayist titles are awarded to the students who have a class rank of 1, 2, and 3 respectively in their graduating class. The following titles are awarded at graduation to any student who meets one of the following sets of criteria:

**Summa Cum Laude:** Cumulative non-weighted GPA of 3.90 or higher * (average overall grades of 3.75 or higher)
**Magna Cum Laude:** Cumulative non-weighted GPA of 3.30-3.89 * (average overall grades of 3.50-3.74)
**Cum Laude:** Cumulative non-weighted GPA of 2.70-3.29 * (average overall grades of 3.00-3.49)

Students who are on track to be Magna or Summa Cum Laude Graduates by the end of Semester 1 of senior year will be eligible to attend a special Senior Honor Recognition Dinner that is held each May.

* Based on "new scale". An appropriate adjustment will be made for courses that were based on the "old scales."