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<th><strong>Beginning</strong></th>
<th><strong>Refining</strong></th>
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| **Summative Assessment** | - Align summative assessments to standards.  
- Record student achievement of standards in grade books, giving the most weight to summative assessments.  
- Determine which summative assessments should be common for all students and which can be flexible, unique, or student driven.  
- Develop school-wide criteria for summative assessments, (ie: importance of higher-order thinking, transfer tasks, etc.) | - Examine opportunities for students to demonstrate learning through flexible pathways and/or student-designed assessments.  
- Establish clear cycles of planning, implementation, and analysis of summative assessment work, including cross-disciplinary reviews of student work for transferable skills.  
- Provide opportunities for community members who serve as pathways mentors to co-design summative assessments with students and teachers. |
| **Formative Assessment** | - Organize opportunities for grade-level or content-area teams to share formative assessment practices.  
- Differentiate formative assessments from summative assessments.  
- Use formative assessments for practice and feedback, not to determine grades.  
- Invest in all teachers’ ability to provide effective, descriptive feedback on student work.  
- If necessary, include a small weight to formative assessments when determining grades. | - Ensure that teachers and students understand and can articulate the use of formative assessments.  
- Develop choices for formative practice to encourage greater student ownership and motivation.  
- Create a culture in which teachers and students understand the value of formative assessment for practice and feedback and use them to improve outcomes.  
- Develop clear communication materials, including student-developed materials, to explain formative practice to new students and community members. |
## Proficiency-Based Learning: A Systemic Approach

### Grading Practice

#### Action Steps

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<th>Grading and Feedback</th>
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|                      | • 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 surveys about current grading practices to frame school-wide conversations about practices that will support learning. | • 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. |

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<th>Reporting on Student Progress</th>
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|                               | • In addition to overall course grades, report a small number (5-8) of broad proficiencies in each content area.  
|                               | • During established conference times, begin to discuss 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. | • 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. |