

Inter-Lakes School District

“Moving from a Vision for Learning to a Reality for All Learners”

*This document outlines the Inter-Lakes School District’s design principles, practices, and procedures for:
Learning, Assessing Learner Progress, and Using Grades to Report Learner Progress*



Draft

Inter-Lakes School District
Learning, Assessing Learner Progress, and Using Grades to Report Learner Progress

This document outlines the Inter-Lakes School District's continued commitment to the values and principles long held by the district and the community. We value honest and accurate reporting of learner achievement. We have embraced a philosophical shift from averaging scores to examining the evidence for quality work and depth of learning. Our grading and reporting will focus on rigorous expectations and learner performance.

We will continue to:

- report grade point average.
- use letter grades in grades seven through twelve.
- provide traditional style transcripts.

Moving from a Vision for Learning to a Reality for All Learners

Vision for Learning: The Inter-Lakes School District, in partnership with its communities, will provide outstanding educational opportunities and resources for all learners to achieve academic excellence in order to reach their highest potential and to succeed as responsible, contributing citizens in a global society.

Moving from a Vision for Learning to a Reality for All Learners: In order to evolve from a vision for learning to a reality for all learners, the Inter-Lakes School District has adopted design principles for learning, assessing learner progress, and using grades to report learner progress.

Design Principles for Learning (In Practice K – 12)

The Inter-Lakes School District is transitioning educational experiences to provide learner-centered pathways that honor the reality that learning happens at different rates. Knowing this work will take time, a commitment to excellence will guide our work as Inter-Lakes moves forward. College and career readiness will continue to be a focus. Specifically, the Inter-Lakes School District is committed to:

- Competencies that create knowledge through the application of academic and personal competencies.
- Explicit, measurable, transferable competencies that empower our learners.
- Assessment practices that are meaningful and create a productive learning experience for our learners.

Additionally, to support the learning experiences described above, the Inter-Lakes School District is building on current classroom and school structures, so that over time we will increase opportunities for:

- Learners to receive timely, differentiated support based on their individual learning needs.
- Learners to advance upon mastery of learning outcomes in order to *move on when ready*.

Sturgis, Chris and Casey, Katherine (2018, October). Quality Principles for Competency-Based Education. Retrieved from inacol.org/wp-content/uploads/2018/10/Quality-Principles-Book.pdf

Clear & Measurable Learning Outcomes (In Practice K – 12)

The Inter-Lakes School District has created a robust competency framework that communicates a K – 12 vertically aligned progression of proficiency.

In order to ensure that:

- Clear and measurable learning outcomes are in place.
- Feedback on progress towards meeting these outcomes is specific; and
- The necessary habits for learning are recognized, communicated, and developed over time for individual learners.

This framework consists of Personal and Academic Competency Statements.

Personal Competency Statements represent the essential skills and dispositions we actively develop through a range of learning experiences; they are: *Time Management, Preparation & Organization, Perseverance, Cooperation, Engagement, and Reflection*. The Inter-Lakes School District recognizes that positive growth and development of a learner's personal competencies are indicators of success in school and beyond. Learner self-assessment and reflection coupled with teacher feedback are the critically important ingredients in the development and growth of a learner's personal competencies.

Academic Competency Statements frame the application of content knowledge and communicate what learners are able to do with the measurable learning goals that are nested under each of the competency statements. All learning goals have been classified as primary, secondary, or tertiary. While all of the learning goals are embedded into instructional design, the **primary learning goals** represent the major work that intentionally receives an emphasis. As such, the primary learning goals provide a focus for assessment, grading, and reporting. Academic Competency Statements, standards, and learning goals were created using state and national standards for learning. The level of learning required to demonstrate mastery of academic learning goals and competencies represents the higher order thinking skills necessary to be successful in our twenty-first century world.

Assessing Learner Progress

The Inter-Lakes School District recognizes that learners must receive timely and specific feedback which communicates their progress on the learning continuum:

- *met the expectations (proficient),*
- *exceeded them (proficient with distinction),*
- *areas needed to continue to develop (developing proficiency) in order to reach the competencies.*

This feedback not only informs a learner of progress, it also provides the teacher with essential information to help design and facilitate the next steps along the journey.

Formative work, purposefully integrated, provides the opportunity for ongoing assessments of the learner's understanding. Formative work can take many different designs; some examples include practicing concepts from the day's lesson, writing a paragraph in response to a particular text, and/or completing a task developed to pre-assess a student's prior knowledge before introducing a new topic. One way to understand the role of **formative assessment** is to think "*practice.*"

Results from formative work/assessments are used to guide ongoing learning. (In Practice K – 12)

Summative work, which is more commonly referred to as summative assessments, measures a learner's ability to apply the concepts, skills, and knowledge of a competency at a certain point in time. One way to understand the role of **summative work/assessment** is to think "*game day.*" Summative work/assessment is "periodic and culminating assessments that provide information to measure the learner achievement level at the conclusion of a learning cycle" (McTighe)." Summative work can take many different designs, some examples include formal demonstrations of knowledge, projects, performance tasks, essays, and written assessments.

Summative work/assessments are:

- Rigorous and include a variety of opportunities to demonstrate depth of knowledge.
- Used to make decisions about a learner's level of proficiency.
- Administered only after learners have been given opportunities to practice through formative work and have received feedback.
- Completed at the end of a period of instruction.

Results from summative work/assessments are used to derive grades for reporting. (In Practice K – 12)

Using Ratings to Communicate Learner Progress Toward the Personal Competency Statements (In Practice K – 12)

The Inter-Lakes School District recognizes that effective learners are able to employ strategies, develop habits, and transfer skills that enable active engagement in their learning. These skills are defined through the six Personal Competencies: Time Management, Preparation and Organization, Perseverance, Cooperation, Engagement, and Reflection and are integrated into learning activities and assessments. Self-assessment and teacher feedback provide an ongoing cycle of reflection and opportunities for continued growth.

Personal Competency ratings are reported using the following scales for grades K - 12:

Personal Competency	Goal	Consistent	Often	Inconsistent	Needs Support/ Instruction
Time Management	The learner is punctual, meets deadlines, follows through with commitments, and uses time wisely.	The learner independently and regularly performs the expectations.	The learner needs occasional prompting or support in order to perform the expectations.	The learner sporadically performs and/or needs routine support in order to perform the expectations.	The learner needs modeling and/or direct support or explanation in order to perform the expectations.
Preparation/ Organization	The learner arrives ready and organized with all necessary materials (homework, utensils, etc.).				
Perseverance	The learner problem solves, sees task through despite difficulty, works to finish a quality product.				
Cooperation	The learner works positively and respectfully with others.				
Engagement	the learner follows directions, actively participates, initiates tasks and works independently, advocates for one's self.				
Reflection	is self-aware, takes responsibility, takes feedback, and seeks improvement.				

Using Grades to Communicate Learner Academic Progress Toward the Academic Competency Statements

Grades are a communication tool and serve a variety of purposes for a range of audiences. The primary purpose of a grading system is to clearly, accurately, consistently, and fairly communicate learning progress and achievement.

The chart below provides an overview of how various audiences use grades.

Audience(s)	Purpose for Using Grades
Learners	To utilize feedback for growth and development of skills and concepts.
Teachers	To plan ongoing learning and assessment and to communicate with students, parents and colleagues.
Parents	To evaluate their children's progress.
External Organizations	To make important determinations about our learners (i.e. discounts, employment, skill capability, etc.)
Colleges/Universities	For admission to higher education institutions.
Community/State/National Organizations	To award special recognition and scholarships and to determine participation in athletic and academic programs.

In order to effectively summarize the academic progress of our learners to these various audiences, the Inter-Lakes School District uses grades to communicate:

- Summative assessment grades.
- Overall competency grades.
- Class/course grades and Grade Point Averages (GPA) for 9 – 12.
- Transcripts for 9-12.

Summative Assessment Grade(s)

Summative assessment grades provide information on a learner's level of proficiency at a particular point in time. Summative assessments of learning are explicitly aligned to a set of primary learning goals and standards that are contained within Academic Competency Statements. One summative assessment may provide evidence of proficiency of multiple Academic Competencies; therefore, it is possible for learners to receive multiple grades from the result of one summative assessment. In order to articulate how components or specific questions of an assessment align to Academic Competency Statements, teachers create scoring rubrics and share them with their learners.

Summative assessment grade(s) are reported using the following scale for grades K - 6:

Summative Assessment (Academic Competency Statement) Grade(s) K – 6 (In Practice K – 6)			
Proficient with Distinction (PD)	Proficient (P)	Developing Proficiency (DP)	Insufficient Evidence (IE)
Extends knowledge and skills beyond essential content. Additional evidence may include: <ul style="list-style-type: none"> ➤ Applying knowledge to an unfamiliar task. ➤ Creating a new product. ➤ Embedding connections across multiple courses and/or content area competencies. 	Essential content knowledge and skills are demonstrated consistently using a developmentally appropriate level of independence. The learner applies practiced content and skills to familiar tasks using critical thinking.	Essential content knowledge and skills are not yet demonstrated consistently, completely, and/or accurately.	Insufficient evidence is submitted to measure proficiency.

Summative assessment grade(s) are reported using the following scale for grades 7-12:

Summative Assessment (Academic Competency Statement) Grade(s) 7-12 (In Practice 7 & 8)				
Proficient with Distinction (AP)	Beyond Proficient (BP)	Proficient (CP)	Developing Proficiency (DP)	Insufficient Evidence (IE)
Extends knowledge and skills beyond essential content. Additional evidence may include: <ul style="list-style-type: none"> ➤ Applying knowledge to an unfamiliar task. ➤ Creating a new product. ➤ Embedding connections across multiple courses and/or content area competencies. 	Essential content knowledge and skills are demonstrated independently. Learner demonstrates evidence of initial practices of extending knowledge and skills beyond familiar tasks.	Essential content knowledge and skills are demonstrated consistently using a developmentally appropriate level of independence. The learner applies practiced content and skills to familiar tasks using critical thinking.	Essential content knowledge and skills are not yet demonstrated consistently, completely, and/or accurately.	Insufficient evidence is submitted to measure proficiency.

After summative assessments, learners who have not yet demonstrated proficiency will work with teachers to identify the Personal Competencies and/or Academic Competencies to target for continued learning. Once identified, experiences can be designed in order to prepare the learner to demonstrate proficiency. Although the work of “*moving learners to proficient and beyond*” is a daily effort in every classroom, the Inter-Lakes School District is taking deliberate steps toward formalizing school structures to support this critical work. This includes adapting schedules to meet learner needs by providing explicit, targeted support as well as opportunities for “*learners to move beyond proficient*.”

Overall Competency Grades

Overall competency grades provide a summary of the learner’s current level of proficiency toward a broad range of primary learning goals that are nested within Academic Competency Statements. Overall competency grades are communicated during “snapshot” progress reporting periods and also during final reporting periods. In order to determine an overall competency grade, teachers evaluate a number of summative assessment grades across a range of primary learning goals to determine a learner’s level of proficiency. In doing so, teachers evaluate the frequency, timeliness, and significance of these summative assessment grades. The practice of evaluating the evidence of learning honors the core belief that learning is a cumulative journey. Past practices such as weighting mid-term or end of year exams and averaging of grades do not align to our principles. As such, these practices are not used in the Inter-Lakes School District.

Overall competency grades are reported using the following scales for grades K – 6 and 7 - 12:

Overall Competency Statement Grades for K – 6 (In Practice K – 6)				
Proficient with Distinction	Proficient	Developing Proficiency	Insufficient Evidence	Not Currently Taught

(PD)	(P)	(DP)	(IE)	(NCT)
The preponderance of evidence among all of the primary learning goals and standards is at the Proficient with Distinction performance level.	The preponderance of evidence among all of the primary learning goals and standards is at least at the Proficient performance level.	The preponderance of evidence among all of the primary learning goals and standards is at the Developing Proficiency performance level.	Insufficient evidence is submitted to measure proficiency.	None of the primary learning goals or standards aligned to this Academic Competency Statement have been assessed yet.

Overall Competency Statement Grades for 7 – 12 (In Practice 7 & 8)

Proficient with Distinction (AP)	Beyond Proficient (BP)	Proficient (CP)	Developing Proficiency (DP)	Insufficient Evidence (IE)
The preponderance of evidence among all of the primary learning goals and standards is at the Proficient with Distinction performance level.	The preponderance of evidence among all of the primary learning goals and standards is a mixture of Proficient and Proficient with Distinction performance levels.	The preponderance of evidence among all of the primary learning goals and standards is at least at the Proficient performance level.	The preponderance of evidence among all of the primary learning goals and standards is at the Developing Proficiency performance level.	Insufficient evidence is submitted to measure proficiency.

Class/Course Grades (for 8 – 12)

Class/course grades provide a greater summary of the learner’s current level of proficiency toward a set of Academic Competency Statements. Class/course grades are communicated during “snapshot” progress reporting periods and also during final reporting periods. In order to determine an overall class/course grade, teachers use the grading scale below. A final course grade of at least Proficient (CP) must be demonstrated in order for learners to earn credit for high school courses.

Overall class/course grades are reported using the following scale for grades 8 - 12:

Overall Class/Course Grades for 8 – 12 (In Practice 8)

Proficient with Distinction (AP)	Beyond Proficient (BP)	Proficient (CP)	Developing Proficiency (DP)	Insufficient Evidence (IE)
The preponderance of evidence among the competency statements is at the Proficient with Distinction performance level.	The preponderance of evidence has a mixture of Proficient and Proficient with Distinction performance levels.	The preponderance of evidence among the competency statements is at least at the Proficient performance level. None of the competency statements are at the Developing Proficiency level.	At least one competency statement is at the Developing Proficient performance level.	At least one competency statement is at the Insufficient Evidence performance level.

At the time of progress reports, overall competency statement grades of NCT will not affect the reporting of the class/course grade.

Grade Point Averages and Transcripts

Grade Point Averages provide a summary of the learner’s current level of proficiency toward all of the classes/courses that have been completed to date.

Class/course grades of learners in grades 9 - 12 are translated into Grade Point Averages (GPA) as outlined in the chart below:

Grade Point Averages Grades 9 – 12

Final Class/Course Grade	Proficient with Distinction (AP)		Beyond Proficient (BP)		Proficient (CP)		Developing Proficiency (DP)		Insufficient Evidence (IE)	
	Honors/Advanced Placement Running Start	College & Career	Honors/Advanced Placement Running Start	College & Career	Honors/Advanced Placement Running Start	College & Career	Honors/Advanced Placement Running Start	College & Career	Honors/Advanced Placement Running Start	College & Career
Grade Point Average	5.0	4.0	4.0	3.0	3.0	2.5	0	0	0	0
Earns High School Credit	Yes (high school level courses only)						No*		No**	

* Requires a credit recovery option; **May require that the learner retakes the course.

These Grade Point Averages are used on the Inter-Lakes High School official transcript. Grade point average will continue to be calculated in the same way. Please refer to the Inter-Lakes High School Program of Studies for information about computing grade point averages (GPA).

High School Transcript

A learner’s transcript, accompanied with the Inter-Lakes High School Profile, provides external organizations and institutes of higher education a summary of the learner’s program of studies and level of accomplishment. In order to personalize the transcript process, a learner may select from two options when requesting their high school transcript. Learners will work with their Guidance Counselors to determine which transcript option best fits their needs.

The transcript options are described in the table below:

Option 1 Comprehensive Transcript	Option 2 Traditional Transcript
<ul style="list-style-type: none"> ➤ Overall GPA ➤ Final Overall Course Grades Reported with GPA ➤ Final Course Ratings for Personal Competencies ➤ Acknowledgment of High School Graduation Honors if applicable ➤ <i>Final Course Competency Grades</i> 	<ul style="list-style-type: none"> ➤ Overall GPA ➤ Final Overall Course Grades Reported with GPA ➤ Final Course Ratings for Personal Competencies ➤ Acknowledgment of High School Graduation Honors if applicable

Reporting Periods

Reporting periods include progress reports and final grade reports. Progress reports provide “snapshots” of the level of performance at that time. Final end of learning period (school year/semester) reports, otherwise known as final grade reports, provide culminating class/course grades.

The frequency of these reports is outlined in the table below:

Progress and Final Reporting Periods			
Grade Level	Progress and Final Reporting Periods	Additional Information	
K – 6	<ul style="list-style-type: none"> Two (2) progress reports will be provided during the school year with ratings for Personal Competencies and grades for Academic Competencies. Final grade report provided at the end of the school year with ratings for Personal Competencies and final grades for Academic Competencies. (In Practice) 	<p>Teachers in K through 6 will maintain a portfolio for each learner that includes artifacts demonstrating the learner’s current progress. (In Practice)</p> <p>Specials (Art, Music, Physical Education, World Language, Computer Literacy, Library) are exploratory classes and report only on Personal Competencies. (In Practice)</p>	<p>Teachers are expected to connect with parents when learners are below proficient for Academic Competencies and/or have concerns about the development of a learner’s Personal Competencies. (In Practice)</p>
7 – 8 & 9-12 year courses	<ul style="list-style-type: none"> Three (3) progress reports will be provided for year-long courses with ratings for Personal Competencies and grades for Academic Competencies. Final grade report at the end of the school year with ratings for Personal Competencies and final grades for Academic Competencies. (In Practice) 	<p>Specials (Art, Music, Physical Education, Spanish, French, Family and Consumer Science, Technology) report only on Academic Competencies (grades 7 & 8). (In Practice)</p> <p>Teachers will update grades on a regular basis so that parents can be informed through the Learner/Parent Portal for grades 7 through 12. (In Practice)</p>	<p>Parents and Learners are expected to engage with the Learner/Parent Portal in order to be informed with updated information about a learner’s progress. (In Practice 7 - 12)</p>
9 – 12 semester courses	<ul style="list-style-type: none"> One (1) progress report will be provided with ratings for Personal Competencies and grades for Academic Competencies. Final grade report at the end of the semester. Includes ratings for Personal Competencies and final grades for Academic Competencies. (In Practice) 		<p>Communication directly between the teacher and parent or learner is the most effective way to ask and answer questions about learner progress and parents and learners are encouraged to initiate conversations as needs arise. (In Practice)</p>
9-12 quarter courses	<ul style="list-style-type: none"> Progress report for students who have a grade below C Final grade report at the end of the quarter. Includes ratings for Personal Competencies and final grades for Academic Competencies. (In Practice) 		

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Recognition of Learner Achievement Grades 7 – 12 Progress and Final Reporting Periods			
Personal Competency Recognition Requirements Grades 7-8 and 9-12		Academic Competency Recognition Requirements Grades 9-12 (only)	
High Honor Roll	Honor Roll	High Honor Roll	Honor Roll
<ul style="list-style-type: none"> ➤ Mode* of Personal Competencies is Consistent. ➤ No Personal Competencies are Inconsistent. 	<ul style="list-style-type: none"> ➤ Mode* of Personal Competencies is Often. ➤ No Personal Competencies are rated as Inconsistent. 	<ul style="list-style-type: none"> ➤ GPA 3.833 and above ➤ Learner may not have more than one CP. ➤ Minimum of three courses. 	<ul style="list-style-type: none"> ➤ GPA 3.5 to 3.832 ➤ Learner may not have more than one CP. ➤ Minimum of three.

**The rating that has been reported most frequently.*

Additionally, special graduation honors may be achieved at the time of a learner’s graduation from high school.

The achievements and criteria are described in the chart below:

Recognition of Learner Achievement High School Graduation Honors		
<i>Summa Cum Laude – With Highest Praise</i>	<i>Magna Cum Laude – With Great Praise</i>	<i>Cum Laude - With Praise</i>
<ul style="list-style-type: none"> ➤ Overall Academic GPA 4.0 ➤ Qualify for New Hampshire Scholars course of study. ➤ Based on final ratings for Senior Year, the mode of Personal Competencies* is Consistent 	<ul style="list-style-type: none"> ➤ Overall Academic GPA 3.850 to 3.999 ➤ Qualify for New Hampshire Scholars course of study. ➤ Based on final ratings for Senior Year, the *mode of Personal Competencies is Often. 	<ul style="list-style-type: none"> ➤ Overall Academic GPA 3.67 to 3.849 ➤ Based on final ratings for Senior Year, the *mode of Personal Competencies is Often.

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