

Freeport High School
Student Learning and Grading Guide
2018 - 2019



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Introduction & Core Values and Beliefs

The Student Learning and Grading Guide is intended to inform members of our school community of our instructional and grading practices at Freeport High School. These guidelines, coupled with effective collaboration throughout our school, will ensure the implementation of high quality instructional, learning and grading practices that align to Freeport High School's Core Values and Beliefs. Our frameworks are aligned to state and national academic standards and identify the essential skills and understandings that all students must be able to demonstrate.

Our system is designed to do the following:

- Measure and accurately reflect student progress and performance;
- Use high quality feedback to support the learning process and encourage student success;
- Assess and report academic achievement and learner behaviors separately;
- Use a common lens to accurately, consistently, and fairly score the quality of student work;
- Provide opportunities for students to engage in relearning and reassessment;
- Provide meaningful achievement information to students, parents, and institutions of higher learning.

Freeport High School Core Values and Beliefs

Mission

Freeport High School is committed to integrity, community, perseverance, and creativity. We celebrate individuality and empower students to achieve their highest personal aspirations in the pursuit of excellence.

Values

- We value Integrity
 - Those with integrity treat others and themselves with respect, honesty, kindness, and fairness.
- We value Community
 - Those who value community embrace relationships, celebrate diversity, display empathy, and nurture well-being.

- We value Perseverance
 - Those who persevere take ownership of their learning, embrace challenge, and aspire to achieve their potential in the face of difficulties.
- We value Creativity
 - Those who are creative engage their world with a spirit of curiosity, take risks, and approach problem solving in innovative ways.

Beliefs about Learning

- Learner-centered
 - We believe that when we take responsibility for our learning, we are empowered to become collaborative learners who are proficient at seeking support and are self-directed.
- Critical thinkers
 - We believe that when we examine a problem or challenge from multiple perspectives with an open mind and a questioning spirit, we are able to enrich our understanding of the world.
- Effective communicators
 - We believe that when we articulate our thoughts and listen actively, we are able to effectively engage others, collaborate within our community, and reflect on our strengths and weaknesses.
- Problem solvers
 - We believe that when we take initiative, use a variety of approaches and strategies, and learn from both our successes and failures, we are able to solve complex and important problems.

Proficiency Based Learning

- We believe that giving students clear goals and standards for learning, with frequent feedback about progress and growth, helps students reach high levels of academic success.

Proficiency-based Learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

Proficiency-based learning is about:

- Clearly defined standards stating what students need to know and be able to do;
- Assessment practices that communicate levels of proficiency and beyond by standard, and separate out the standards from the habits of work;
- Supporting all students:
 - Creating plans for those that don't demonstrate proficiency
 - Extending learning for those that are already proficient

Expectations and Feedback

- We believe that aligning courses to state and/or national standards helps to set high as well as consistent expectations for student learning.
- We believe that common scoring tools provide clarity and meaningful feedback for student learning goals as well as consistency across classrooms.

All content area classes have identified standards and performance indicators necessary to demonstrate proficiency and beyond. Standards serve as descriptions of what students are expected to know and be able to do in a particular course. Each standard has three to eight performance indicators tied to that particular standard. Students receive feedback at both the performance indicator and standard level. Standards and performance indicators are accompanied by a written rubric that communicates how students demonstrate proficiency and beyond. These written rubrics are called scoring criteria. Scoring criteria will be used to score assessments and determine a student's level of progress on each standard.

Example:

ELA 9: Standard 1: Reading				
Comprehend, interpret, analyze, and evaluate appropriately complex literary and informational texts independently and proficiently.				
Performance Indicator	Beginning	Developing	Proficient	Distinguished
Read closely to determine what the text says or implies and to make logical inferences from it.	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.

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.

Students will also be assessed for habits of work. Habits of work are an essential part of a student's success in high school and beyond. There is a clear correlation between quality habits of work, academic achievement and learning. Strong habits of work almost always result in high levels of learning and achievement and solid habits of work prepare students well for college and career endeavors. Habits of work are reported separately in each course of study at least every two weeks.

Habits of work are derived directly from a set of standards known as Maine's Guiding Principles. These standards include being a:



A student's success and achievement is closely related to a strong work ethic, consistent levels of engagement, being prepared and other positive classroom behaviors. Habits of work grades reflect the belief that students can develop behaviors, which support their own academic and interpersonal growth.

The Three Habits of Work Criteria

Preparedness

- Timeliness
- Organization
- Homework completion

Engagement

- Participation
- Interpersonal Involvement
- Group work

Work Ethic

- Ability to self assess
- Persistence
- Effective use of feedback

At the beginning of each course, teachers will clarify with students what the habits of work will look like in a particular classroom or content area. Preparedness, for example, may look different in a math class than in a performing arts class.

Habits of work are tied to other elements of life at FHS. These grades impact:

- Co-curricular eligibility
- Ability to reassess their content area work
- Student recognition
- Ability to earn the right for junior/senior privileges such as open campus and late arrival

Assessments & Grading Scale

- We believe that providing students opportunities to demonstrate complex thinking skills and knowledge pushes students to deeper levels of learning.
- We believe students should be able to earn the opportunity for reassessment if more time for learning is needed.
- We believe that scores and grades should provide meaningful feedback to students.

A student's content area grade is determined from assessments of the content-based standards. There are two types of assessments:

Formative Assessments

are opportunities for students to practice and receive feedback on their learning. Examples of formative assessments include class work, homework, and quizzes. They typically assess progress towards proficiency and can be broadly described as a snapshot measure that captures a student's progress in the learning process. It explains to what extent a student is learning a concept, skill or a knowledge set.

Summative Assessments

determine achievement. They are comprehensive measures of a student's ability to demonstrate the concepts, skill, and knowledge embedded in standards. It is the assessment of learning. Examples of summative assessments include research projects, presentations, labs, writings, tests, and other performance tasks. At Freeport High School each summative assessment is linked to at least one content area standard and/or a school wide expectation.

One way to think about the difference between formative and summative assessment is to liken them to athletics or performing arts. A soccer team, for example, practices and scrimmages (formative assessments) to prepare for the games (summative assessments). A drama production has multiple rehearsals (formative assessments) prior to the actual show (summative assessment).

Grade Scale

For the class of 2021 and beyond FHS will employ a school-wide 100-point grading scale when grading assessments. For each standard, teachers utilize scoring criteria rubrics that make clear the criteria that a student will have to meet or exceed in order to receive a proficient or distinguished score. The chart below defines score ranges at each performance level.

Insufficient or No Evidence	Beginning	Developing	Proficient	Distinguished
0 - 59	60 - 69	70 - 82	83 - 92	93 - 100

Reassessment

In our school, students can earn opportunities for reassessment. A student will have the option to request to retake or revise a summative assessment if s/he is not satisfied with the grade. In order to request a reassessment opportunity, the student's first attempt must have demonstrated an initial good faith effort in both the content standards and habits of work. A student must make a request to the teacher within 72 hours of receiving the scored assessment that s/he will retake or revise. Students are expected to complete the reassessment process, including any tasks assigned by the teacher prior to the reassessment, within two weeks of notifying the teacher. This process is called "72/2" (72 hours to notify the teacher and two weeks to reassess or revise). Extensions to the "72/2" rule will be made at the discretion of the teacher. All tasks associated with the relearning process are at the discretion of the teacher.

Reporting Academic Scores and Habits of Work

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

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 assessments for that particular course. Course averages in both content and habits of work will be used to determine honor roll and co-curricular eligibility. Credit in a course is determined by the academic score. Habits of work scores may impact course selection (ie eligibility for an honors class), but will not impact credits earned.

Example:

English 9: Overall ELA 9 Academic Score: 87
Overall ELA 9 Habits of Work score: 90

Academic course grades will be based on an equal weighting of the academic scores of all four quarters (each 25%); teachers may still choose to administer midterm and final exams/assessments and choose to weight those scores more heavily within the Quarter 2 and/or Quarter 4 grades. Standards scores and overall course scores will close each quarter and the four quarters will average together for the year-end grade. The same process will be followed for a separate overall habits of work score. Academic scores and habits of work scores are not combined for a final grade.

Example:

English 9: Q1: 88 (25% of final grade)
Q2: 93 (25% of final grade)
Q3: 84 (25% of final grade)
Q4: 91 (25% of final grade)
Y1: 89 (Average of Q1 - Q4)

Earning credits toward a Freeport High School Diploma

- We believe that in order to earn a diploma from Freeport High School students must demonstrate content skills and knowledge.

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

If a student earns an overall academic course score of 76 or higher, the student will earn course credit and is eligible to move on to the next course. If a student earns an overall academic course score of 70 - 75, the student will earn course credit and is eligible to move on to the next course; however, the student will be placed in an intervention class for that content area. If a student demonstrates a 69 or below, they will not earn course credit and will be eligible for summer school or must repeat the class:

- 76 and higher (Developing & Beyond): move on (earn FHS credit)
- 70-75 (Low Developing): move on with support (earn FHS credit)
- 60-69 (Beginning): eligible for summer school (no FHS credit earned)
- Below 60 (Below "Beginning"): must repeat course (no FHS credit earned)

Academic Support

- We believe that students deserve support in achieving their academic and personal goals

Freeport High School offers a variety of supports and interventions to support students reach the high standards we expect. These supports include the following interventions

- Callbacks During Advisory
- Math Lab
- Guided Study Halls
- Writing Center
- Learning Lab
- Individual Teacher Support
- Intervention Classes

Student Recognition and Co-Curricular Eligibility

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

We want to recognize students for progress and excellence in academics and habits of work. Course averages in both academics and habits of work will be used to determine honor roll and co-curricular eligibility.

Honor Roll and Habits of Work Recognition:

- Academic Honor Roll for content area 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
 - High Honors: “Distinguished” (93-100) in each and every course
 - Honors: “Proficient” (83-92) in each and every course

Co-curricular Eligibility

For students to remain eligible for co-curricular eligibility, they must maintain an average score of at least 70 in each and every class and must maintain an average score of at least a 76 in Habits of Work in each and every class. Students must demonstrate that they are putting forth effort as well as academic growth in their courses in order to maintain eligibility for co-curriculars. Please see the athletic handbook for further details.

Glossary: frequently used instructional terms

Formative Assessment: snapshot measure that captures a student's progress in the learning process. In other words, formative assessments are often said to be for learning, while summative assessments are of learning.

Guiding Principles: competencies valuable for today's world: Clear and effective communicator, Self-Directed and Lifelong Learner, Creative and Practical Problem Solver, Responsible and Involved Citizen, Integrative and Informed Thinker

Habits of Work: identified traits or behaviors that promote and are essential to learning. These traits or behaviors are assessed separate from academic learning.

Learning Targets: day to day learning objectives

Performance Indicators: demonstration of learning students will do to meet the standard; measurable. Performance indicators provide more specific descriptions of what it means to meet a content area standard. Usually, when students engage in a summative assessment aligned with a particular standard, it is at the performance indicator level against which they are assessed.

Proficiency: demonstration of student performance on each performance indicator of a standard against detailed scoring criteria.

Proficiency-Based Learning: systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

Scoring Criteria: a set of descriptors of the various levels of achievement for each performance indicator related to the standards and used for scoring student work.

Standard: broad statement of key learning that all students are expected to demonstrate

Summative Assessment: used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year; they are generally evaluative, rather than diagnostic.