

FREEPORT HIGH SCHOOL

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August 1, 2018

Dear Students, Parents, and Community Members,

I hope this letter finds you well and enjoying the beautiful Maine summer.

As you know, we have been working collaboratively with FHS faculty leaders to review and revise some of our grading and reporting practices. We have done this collaborative work in order to create a grading and reporting system that provides meaningful feedback to students, is understandable for parents, and is manageable for teachers. We care deeply about holding our students to high standards and preparing them for life beyond FHS. FHS faculty leaders developed this plan for how we will move forward with grading and reporting practices for our 9th and 10th graders in the 2018-2019 school year.

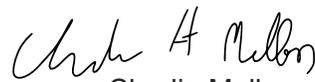
Below you will find a document that articulates our beliefs about grading and reporting and what those beliefs look like in practice. The document also provides examples of each of the practices.

Please feel free to contact Principal Jen Gulko or Assistant Principal Charlie Mellon with questions you have regarding the grading and reporting practices. We will host an informational meeting on August 27th at 6 p.m. at Freeport High School to discuss our plans for grading and reporting for 9th and 10th graders. This meeting is open to any interested RSU5 parent or community member. (*Note: we will host an informational meeting about ninth grade for **only** incoming 9th grade students and parents from 5-6pm the same evening*). Lastly, we will be releasing a "Student Learning and Grading Guide for Families" at the end of August, which will also provide insight on our instructional practices.

Freeport High School is a learner-centered environment that believes deeply in supporting students to become critical thinkers, effective communicators, and problem solvers who are prepared for the complex world beyond high school. We care deeply about our students' education and will continue to both push and support them to high levels of academic and personal success.

Sincerely,


Jen Gulko
Principal


Charlie Mellon
Assistant Principal

Freeport High School
Scoring and Reporting for the Class of 2021 and Beyond
(Current 9th & 10th Graders)

1. Principle: 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.

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

2. Principle: 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 are derived from 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
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.

3. Principle: We believe that separating content area standard scores from Habits of Work scores provide 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 assessments for that particular course. Parents and students will be able to click into overall score to see the assignments that led to the average. Course averages in both content and habits of work will be used to determine honor roll and co-curricular eligibility.

Example: ELA 9: Overall ELA 9 Academic score: 87
 Overall ELA 9 Habits of Work score: 90

4. Principle: 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 having a school-wide points range for scoring criteria rubrics helps to create consistency in scoring across classrooms.

Practice: Assessments will be scored on common scoring criteria rubrics. Teachers will use professional judgment to determine a percentile score that falls within the performance levels below.

Scores in PowerSchool will show a score for the overall assignment as well as scores for specific standards.

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

Course grades will be based on an equal weighting 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 Q2 and Q4 grades. Standards' scores will not stay "open" until the end of the year; standards and overall course scores will close each quarter and the four quarters will average together for the year-end 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)

Final year-end grade: 89

5. Principle: 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 will score in three categories: Preparedness, Engagement, and Work Ethic, which will be scored on the school-wide 100 pt scale. The three categories of the HOW rubric will be averaged together for an overall course habits of work score.

Example:

Overall Habits of Work score: 90

Preparedness: 86

Engagement: 93

Work Ethic: 91

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

Practice: Overall course scores at the end of the year (or at the end of the semester for semester-only courses) will determine promotion to the next course and the number of FHS credits earned.

- If students demonstrate an achievement level of “Beginning” or below, they cannot move on without some kind of intervention or by repeating the course:

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, i.e. math or writing lab (earn FHS credit)*

76 and higher (Developing & Beyond): *move on (earn FHS credit)*

7. Principle: We believe that students should be recognized for excellence in both academic skills and knowledge 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:

- 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: *(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)
- 75 or higher in each and every course for the overall course average of Habits of Work (Developing and Higher)