FHS Grading and Reporting Practices
2018-2019 school year
Teaching and Learning at FHS!
Going for the Gold!
Statute Update On Proficiency Based Diplomas

All previous requirements are now optional.
Founded on Best Educational Practices:

- Separation of content from Habits of Work
- Clearly defined learning goals (standards)
- Success criteria (rubrics aligned to standards)
- Specific feedback for students to move to next level
- Recognition that different students will need varying amounts of time for success
- Opportunities for reassessment
"It's not what is poured into a student that counts but what is planted."
What does success look like?

I used persuasive devices such as
Statistics: ‘More than 50%.....’
Emotive language; strong adjective
Rhetorical questions: ‘Are we to beli...
Where are we relative to success?
What are our next steps to get us closer to success?

Not only did I clearly state my claim, I named the reasons that I’ll be developing later. I also told my reader how my text will unfold.

I made it clear to readers what my piece will argue.

My introduction clearly lays out my line of argument, making it clear that my position is different from others.

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All Students Can Achieve!
Goals of the presentation

● To share our philosophy about instructional practices and student learning at FHS

● To share our revised grading and reporting practices for FHS students in the Classes of 2021 and beyond

● To answer questions about our grading and reporting practices
FHS Core Values & 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.

**We value:**
- Integrity
- Community
- Perseverance
- Creativity

**Beliefs about learning:**
- We are... Learner-centered
- Critical thinkers
- Effective communicators
- Problem solvers
Our goal is to provide students with meaningful learning opportunities that push them to high levels of thinking.

We want students to be well-prepared for the challenges and rigor of college-level work as well as the ever-changing career world.
Shifts to FHS practices

- Last year (2017-2018)
  - First year of full implementation of proficiency-based grading and reporting
  - Gathered feedback about benefits and challenges to these systems
  - Clear desire for revision of practices to create a system with
    - **Meaningful** feedback for students
    - **Manageable** grade reporting practices for teachers
    - **Understandable** information for parents
Shifts to FHS practices for 2018-19 and beyond

Proficiency-based instructional practices with more traditional grade reporting

- Research-based, best instructional practices for student learning
  - High standards
- Clear expectations for academic growth and success
- Frequent feedback on individual progress and growth
- Opportunities to demonstrate complex thinking skills and knowledge
- Separating scores for work habits from academic skills and knowledge
- Numerical grade reporting (0-100 scale)
FHS Teacher Leader teams

- Winter/Spring 2018: feedback from all stakeholders
- Spring 2018: feedback from all PLC teams
- June 2018: 2 day Leadership Team Retreat
- August 1st: document sent to all staff for feedback
- August 27th: Leadership Team and Department Chair team met for feedback and to prepare for sharing with all staff
- August 29th and 30th: shared with all staff for feedback, led by Leadership Team and Department Chair team members
Grading and Reporting Practices

1. All courses will be aligned to state and/or national standards by content area.

2. All departments will use common scoring criteria for assessments that are derived from content area standards. Students have the ability to earn reassessment opportunities for summative assessments.

Examples: [ELA 9 assessment and scoring](#) [Algebra 1 scoring and reassessment](#)
Grading and Reporting Practices

3. 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.

Example:

ELA 9: Overall ELA 9 Academic score: 87
Overall ELA 9 Habits of Work score: 90
4. Assessments will be scored on common scoring criteria rubrics using a school-wide scoring range.

<table>
<thead>
<tr>
<th>Insufficient/no evidence</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 59</td>
<td>60 - 69</td>
<td>70 - 82</td>
<td>83 - 92</td>
<td>93 - 100</td>
</tr>
</tbody>
</table>
Grading and Reporting Practices (cont.)

5. Teachers will use a school-wide Habits of Work rubric in each and every course

[FHS Habits of Work Rubric 2018-19]
6. Overall academic course scores at the end of the year will determine promotion to the next course and the number of FHS credits earned.

7. Students will be recognized for excellence in both academic skills and knowledge and habits of work skills.
Next Steps

● Revising the FHS transcript
  ○ 0-100 scores
  ○ Academic score separate from Habits of Work scores

● Revising the FHS School Profile (is reviewed every year)

● Continuous reflection and revision of instructional practices with FHS faculty