Bonny Eagle High School
Grading Handbook
for Parents and Students



"A '3' is reasonable and a '4' is attainable for all."

Our Bonny Eagle High School Shared Vision

BEHS students, supported by the BEHS community, will become motivated, life-long learners who develop the skills to become responsible citizens through creativity and collaboration.

BEHS Grading Handbook for Parents and Students

What is PBE-Proficiency Based Education?

Proficiency-based education refers to teaching practices that are based on students demonstrating that they have learned the knowledge and skills expected.

At Bonny Eagle High School teachers are focusing on making strong connections between their teaching and the graduation standards.
The work students do in class directly connects to a standard and the assessments specifically measure that learning. We expect students to be able to apply the knowledge they acquire rather than just memorize information.

How is this different from the teaching and assessment done ten or twenty years ago?
Many things still look the same. Teachers provide instruction and the students do activities and complete assignments to practice new skills, think critically, or solve problems. However, today there is an increased focus on helping students understand how the work they are doing connects to a specific learning target or standard. When a student is assessed, the intention is for the student to be graded solely on his/her ability to meet that target. Students who can see a clear learning target and know exactly how they are going to be graded, are better equipped to meet the goal.

At BEHS, PBE means greater transparency and consistency. Teachers work collaboratively and develop common practices so that students learn the same content and are assessed using the same criteria, regardless of the teacher for a course.

What standards are being taught at BEHS?

Content Standards:
Within each course, specific content standards have been selected. Depending on the course, the standards align to the Maine Learning Standards, NextGen Science Standards, or Industry Standards. The specific learning targets for each standard (often called performance indicators or PI's) are what teachers focus on when teaching.

Detailed information on all of the MSAD 6 Learning Standards can be found on the district's Curriculum, Assessment and Instruction website:
https://sites.google.com/bonnyeagle.org/curriculum/home

For Example:

BE Graduation Standard 2 (Math): ALGEBRA

Interpret, represent, create, and solve relationships between algebraic expressions.
<u>Targets (Performance Indicators)</u>
Write expressions, equations, and inequalities.
Interpret the structure of expressions, equations, and inequalities.
Solve equations or inequalities that describe numbers or relationships.

Maine Guiding Principles:
In addition to content standards, Maine also requires students to be proficient in the Maine Guiding Principles. Each Maine student must leave school as:

A Clear and Effective Communicator
A Self-Directed and Lifelong Learner
A Creative and Practical Problem Solver
A Responsible and Involved Citizen
An Integrative and Informed Thinker

Two Categories of Assessments:

One of the things that is different about PBE is the way that students are assessed. Two terms that teachers use frequently are “summative” and “formative.”

Summative assessments are 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 or trimester. *These are the big assignments that will make up the majority of a student’s grade.*

Examples of Summative Assessments: Unit Tests, Projects, Essays, Research Papers, Speeches, Demonstrations

Formative Assessments are activities designed to collect detailed information that teachers can use to improve instruction and student learning while it’s happening. *These activities are the daily things students do as they are still learning the material. These activities are not individually scored as part of a student’s grade.*

Examples of Formative Assessments: Practice Problems, Short Quizzes, Classroom Activities, Homework, Class Discussions, Review Games

How are assessments graded?

Summative Assessments are scored using rubrics. Rubrics are charts that outline the criteria for meeting a learning target. This type of scoring is more focused on the demonstration of learning, rather than just counting up points for right or wrong answers. At BEHS, rubrics are broken down into four levels of proficiency:

4-Exceeds the Standard
3-Meets the Standard
2-Partially Meets the Standard
1-Does Not Meet the Standard

Sample Scoring Rubric:
Standard: Geography (Social Studies)

Performance Indicator	4	3	2	1
Evaluate the impact of change, including technological change, on the physical and cultural environment.	Students can **evaluate** the impact of change...**and predict hypothetical outcomes.**	Students can **evaluate** the impact of change, including technological change, on the physical and cultural environment.	Students can **describe** the impact of change, including technological change, on the physical and cultural environment.	Students can **recognize** the impact of change, including technological change, on the physical and cultural environment.

In the classroom, students are provided with a copy of the scoring rubric (or something similar written in student-friendly language) before each assessment. That way, the students know exactly what it is they need to do in order to score a 3 or 4. Teachers also may assign a score in 0.5 increments when a student meets some criteria at more than one level.

Sometimes, a student may actually receive multiple scores for one assessment. For instance, a student might write an essay in English class that demonstrates learning in more than one target area. In this case, the student would receive three separate scores, one for each target (performance indicator.)

English 11 Persuasive Speech Assignment Targets:

- Delivers arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Organization: Creates a sophisticated organization that logically sequences claims, counterclaims, reasons, and evidence.

- Establishes and maintains an appropriate style and tone to keep the audience engaged.

In this case, the student's score might look like this:
English 11 Persuasive Speech Scores:

Delivers Arguments- 2.5
Organization- 3.0
Style and Tone-3.5

These scores are not averaged to one assessment grade. Instead, they are reported separately so that the strengths and weaknesses are clear to the student. In this example, the student did not meet the target for one area, but did on the other two. However, the student will get the opportunity to re-learn that skill and demonstrate it again by revising or re-doing the assignment.



Re-Takes, Re-Do's and Remediation

Our goal at BEHS is for students to meet proficiency in all of the graduation standards. It is no longer acceptable for students to "partially-meet" in all areas and earn an "average" grade. But we also know that students learn at different rates and that some students require more instruction and practice. This means that students need multiple opportunities to be successful.

Additional instruction and practice is called ***remediation.*** Most often, remediation happens right in the classroom, but it also can happen after school or in specialized intervention courses such as Literacy and Math Selected Topics.

As part of the summative assessment process, students are given the opportunity to revise work and sometimes even retake a test until they meet or exceed the target. **These opportunities are not unlimited** and are not intended to support students who procrastinate or who do not participate in classroom work.

Some common guidelines teachers use for retakess and revisions:

- The student must complete a retake or revision for a summative assessment within two weeks of receiving the graded work.
- The student may be required to stay after school or access the study center for support before being allowed to retake or revise an assessment.
- The student must do all assigned classwork (formative work) before being allowed to retake or revise an assessment
- If the student receives a “3” or higher on a summative assessment, he/she may only retake/revise one addtional time to earn a “4.”

Habits of Work at BEHS

At BEHS Habits of Work(HOW) are the soft skills that are important to school success. These skills are aligned with the Maine Guiding Principles and also translate to the types of skills necessary in college and the workforce. At BEHS, we assess HOW separately from content standards and not all of them are factored into the course grade. However, that does not make them less important.

The following three work habits are assessed using specific rubrics and reported for each class on the report card. They **do not** factor into the course grade.

Clear and Effective Communicator-**Engages in Class**
Creative and Practical Problem Solver- **Demonstrates Effort and Perseverance**
Responsible and Involved Citizen-**Conducts Self Responsibly**

A copy of the scoring rubric of the BEHS HOW is available on the Bonny Eagle High School web page.

The fourth habit of work assessed at BEHS is tied directly to work completion. Because the completion of daily work is such an important part of success, **Work Completion does factor into the course grade.** In order to meet the work completion standard, students must **consistently complete all assignments and meet all established deadlines.** Work completion is scored using a rubric in the same manner as other standards. The Work Completion standard is 20% of a course grade for a student.

What kinds of feedback do teachers provide to students?

Throughout the trimester, teachers give students a combination of verbal and written feedback. Often, students turn in assignments digitally using Google Classroom. The teachers then can make comments on the document, providing feedback immediately. Formative assignments and summative assessment scores are displayed using the gradebook in Synergy. **Teachers are required to update grades in Synergy a minimum of one time per week.** At BEHS, Tuesday is gradebook update day. However, parents can always contact the teacher via email and ask about their own students' progress if there are questions about grades or if information is unclear in Synergy ParentVue.



How are Course Grades Calculated?

Course grades are calculated at the end of the trimester using the following metric:

Average of All Content Performance Indicator Scores	80%
Self Directed and Lifelong Learner (Work Completion)	20%

Note that individual assignments are not averaged together. Instead, the teacher looks at the evidence of learning on summative assessments to determine the performance indicator scores.

Sample Course Grade:

Lab Chemistry B

Performance Indicator	Score
Asking questions and defining problems	3
Developing and Using Models	3.5
Planning and Carrying Out Investigations	4
Collecting and Interpreting Data	3
Constructing Explanations and Designing Solutions	3.5
Evaluating and Communicating Information	3
Determining and Using Appropriate Mathematics	3
Self-Directed and Lifelong Learner: Work Completion	4
Responsible and Involved Citizen: Conducts Self Responsibly*	3
Clear and Effective Communicator: Engages in Class*	4
Creative and Practical Problem Solver: Demonstrates Effort and Perserv.*	3

Average of Content Performance Indicators (80%)	3.3
Work Completion Indicator (20%)	4.0
Course Grade	3.4

*Note that the other 3 HOW are not calculated as part of the course grade.

Course Credit, Course Failures and Credit Recovery

Typical trimester courses at BEHS earn 0.5 credit. **Students must earn a course grade of at least 2.7 in order to pass a course and earn credit.** Students who do not pass will receive a grade of NC (No credit) on the report card and transcript.

When a student receives a grade of NC, he/she has the opportunity to repeat the course in a future trimester. For graduation requirements in core subject areas (English, math, science, social studies and health) students **may** have an opportunity to participate in credit recovery. A student must be recommended for credit recovery by his/her teacher and must have completed all or almost all of the assessments and met

most of the PI's for a course. Credit recovery typically takes place after school with an academic interventionist.

Once a student successfully completes credit recovery, the original course grade will replace the NC on the student's transcript.

Letter Grade Conversion on Report Card and Transcript

The standards-based course grades are converted into letter grades on the report card and transcript. This conversion is intended to add some clarity to grading and provide a reference for comparison. **Students must earn a 2.7 or higher in order to earn credit for a course.** But students can regain credit through credit recovery in some cases. Then the original grade and letter grade conversion will replace the NC.
The table on the next page shows what a credit recovery grade would look like on the transcript if a student completes that work in orange. If they don't complete or qualify for credit recovery the NC stays and a 0 is averaged into the overall GPA.

The table also shows our conversion set up. Grades between a 2.7 and a 2.9 only apply from the Fall of 2019 forward or for classes previously done in credit recovery. Course grades of NC in prior school years that would have been between 2.7 and 2.9 will not be awarded credit retroactively as the grading breakdown has changed.

Conversion Chart

Course Grade	Alpha Grade	Course Grade	Alpha Grade	Course Grade	Alpha Grade
4.0	A+	3.2	B	2.4	NC or D+
3.9	A+	3.1	B	2.3	NC or D+
3.8	A	3.0	B	2.2	NC or D
3.7	A	2.9	B-	2.1	NC or D
3.6	A-	2.8	C+	2.0	NC or D-
3.5	A-	2.7	C	NC	NC

3.4	B+	2.6	NC or C-		
3.3	B+	2.5	NC or C-		

What if I still have questions?

If you still have questions about grading or any other aspect of learning at BEHS, please do not hesitate to contact the Student Services office or your child's administrator. Information about graduation requirements, courses, honor roll, weighting and class rank can be found in the BEHS Course Selection Guide and/or the BEHS Student Handbook.