

Why revise our reporting system?

2 major reasons:

NHDOE requirement

NEASC requirement

NH DoE Update: Clarification relative to Ed 306.27: Course Level Competencies and Grading

Local vs. State Decisions:

The *Minimum Standards for School Approval* state that local districts must have a competency assessment process and defined course level competencies in place for all public high schools. They also state that credit toward graduation is to be awarded based on student demonstration of mastery of these course level competencies. The Department will require local districts to assure that a plan and method for assessing course level competencies has been developed and is supported by a policy that will include the implementation of the standards. Further, it is expected that the plan and method will be regularly reviewed and evaluated for effectiveness.

In emphasizing the need for flexibility and autonomy for local school districts in implementing competency assessment, the state has left local districts the responsibility for developing policies relative to the state approval standards within the purview of the local school district to:

- ◆ identify or develop high school course competencies,
- ◆ decide on appropriate competency assessment methods, and
- ◆ define sufficiency (identifying necessary and sufficient evidence for students to demonstrate mastery).

Although sufficiency of evidence and appropriate assessment methods are local responsibilities, the Department encourages schools to think of these as extending beyond a single test to multiple forms of assessment, for the following reasons:

- ◆ it is consistent with national research-based best practice;
- ◆ multiple forms of assessment allow for the use of formative assessment, encouraging students to learn and reach beyond current understanding and performance, and,
- ◆ multiple forms of assessment minimize the use of single tests to be used solely as a means to test out of courses perhaps inappropriately.

While the *Minimum Standards for School Approval* require defined course level competencies and a competency assessment process, they do not mandate either the content of the course level competencies or the grading method used with the competency assessment process. These are local decisions.

The New England Association of Schools and Colleges (NEASC)

Requirements from last NEASC progress letter:

Confirm the approval of the set of discrete, rigorous, and measurable academic expectations by faculty and school board

Implement and report progress on the formal plan to assess individual student achievement of **the academic expectations (NEASC's word for competencies) based on the use of the school-wide rubrics**

Submit a sample of the report (Report Card) issued to individual students and their families, based on the use of the school-wide rubrics, which provides information about achievement of each academic expectation (competency)

Difference between grading systems?

Traditional grading system vs. competency-based system. Traditional grading systems award credit based on a passing grade, competency-based systems award credit based on meeting competencies in content areas.

Why Change?

The **NHDOE** states that local districts must have a competency assessment process and defined course level competencies in place for all public high schools. They also state that credit toward graduation is to be awarded based upon student demonstration of mastery of these course level competencies. **A competency-based system is also a requirement for NEASC accreditation.**

What will not change?

Students will still continue to receive an overall course grade and transcript. EHS will continue to calculate a GPA, have an honor roll and recognize a valedictorian/salutatorian and top ten.

What is a competency?

A competency is an essential part of the content - concepts and skills that are to be mastered in a course of study. All course competencies are aligned to District wide competencies based on state standards.

How many competencies are there in a course of study?

Typically between 4 and 6 .

Where can I see the competencies for each course?

They are included in the course syllabus that students receive for every course they take.

- EX. – Biology competencies (Red = course, Blue = district)
- Students will understand that scientific investigations are carried out under the guidelines of the scientific method through the safe and proper use of the tools and technology of the trade. (Nature of Science, Models & Explanations)
- Students will understand that the cell is the basic unit of life for all living things and it is at the cellular level where organisms meet all the necessary requirements to sustain life. (Form & Function, Systems & Energy)

Are students expected to master every competency in a course of study?

Yes.

What happens if a student only masters some of the competencies in a course?

In order to earn credit for a course a student must demonstrate “competence” for each individual competency assessed for that course. **Relearning / Reassessment** opportunities may be needed to demonstrate competence.

Why relearn or reassess? Will students have an opportunity to attain competencies after the traditional end of a course?

Yes. It should be pointed out that this is one of the most promising aspects of the Competencies model, which has the potential to essentially eliminate failure for students who might need additional time or assistance in meeting specific competencies. Rather than retaking the entire course, a student can focus on just the competency or competencies that he or she still has to master or show competence.

Where do the competencies for each EHS course come from?

EHS educators developed the **competencies for each course** within a department. All course competencies are aligned to **District wide competencies** set for each discipline.

Assessment:

What exactly do students have to do to master a competency?

Once EHS educators defined the competencies that constitute each course, they developed *summative assessments that measure students' attainment of each individual competency.* These assessments take a wide variety of forms and include writing assignments, projects, portfolios, presentations and exhibitions as well as more traditional “paper and pencil” tests.

What is the difference between Summative & Formative assessments?

Summative = achievement

Formative = practice

Summative Assessments

work conducted when a student has had adequate instruction and practice to be responsible for the curriculum. It is designed to provide *information to be used in evaluating a student's achievement* at the end of a sequence of instruction. 90% of overall grade.

Formative Assessment

work conducted when a student is still learning the curriculum. 10% of overall grade.

Consistency

Will the summative assessments that measure students' attainment of competencies be the same in each section of a given course? And consistent within each department?

Yes.

Is there just one assessment for each competency?

In most cases, no. Part of our task along with defining the competencies and developing their assessments was to also make decisions regarding what would constitute *sufficiency*. That is, how much evidence would be needed to document a student's having mastered a specific competency? Therefore, *most competencies are measured by several assessments*. It should also be noted that any given assessment may be used to measure more than one competency.

What happens if a student only masters some of the competencies in a course?

To receive credit for a course students must pass each competency with a minimum of 70%. If a student scores below 70% on any competency they may submit a relearning plan during the course or be required to make up the competency through a competency recovery program.

What role will homework play in the Competencies model?

Homework, which falls under the heading of *formative assessments*, will continue to play an important role in preparing students to pass the summative assessments for each competency. As a whole, formative assessments—which, in addition to homework, include tools like quizzes and class work that prepare students to succeed on the summative assessments—will count for up to **10%** *of the overall grade for each competency.*

What will student grade reports look like?

The format of report cards will include much more detail. Each of the competencies for a course will receive a grade. District Competencies & Skills will be reported.

English				
Teacher:	Block:	Days Absent:	Days Tardy:	
Competencies for Learning				
Content	Qtr 1	Sem 1	Qtr 3	Sem 2
Communication Demonstrate the ability to communicate in meaningful and appropriate ways for the audience, task, purpose, and discipline.	B			
Cultures & Relationships Understand other perspectives, cultures, and time periods through reading and listening, and communicate effectively with people of varied backgrounds.	B+			
Connections & Questions Understand precisely what an author or speaker is saying, but also question an author's or speaker's assumptions and reasoning.	B			
Persuasion & Evaluation Demonstrate the ability to cite specific evidence when supporting your own point of view in writing and speaking, and evaluate other points of view critically and constructively.	B			
Knowledge & Enjoyment Demonstrate appreciation and expand knowledge across a wide range of subject matter through reading, writing, speaking, listening, research, and study.	B			
Overall Course Grade	B			
Skills	Qtr 1	Sem 1	Qtr 3	Sem 2
Collaborator Understand that respect, collaboration, and leadership are critical to interacting and working effectively with others.	4			
Communicator Demonstrate the ability to communicate clearly using the most appropriate and effective means.	4			
Contributor Demonstrate the ability to contribute in class and towards a better world through community service, acceptance and tolerance of diverse people, and responsibility for the environment around them.	3			
Evaluator Demonstrate the ability to access, evaluate, use, and manage information.	3			
Learner Demonstrate the ability to be flexible, adaptable, and accountable throughout the learning process.	3			
Producer Demonstrate the ability to manage projects, produce results, and create media products.	2			
Technology User Demonstrate the ability to use technology respectfully and apply it effectively.	3			
Thinker Demonstrate the ability to think critically, creatively, and systematically to define and solve problems.	3			



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January 17, 2012

Period	Term	Class	Teacher	Q1	Q2	E1	S1	CRE	Teacher Comment	Abs	Tar
1(A)	11-12	Biology	McCallion, Karen A	A+				0		0	0
2(A)	11-12	Spanish II	Brooks, Deb	A-				0		0	0
2(B)	11-12	Civics	Page, Joy C	A				0		1	0
3(A)	11-12	Geometry	McCann, Joanne	A				0	[REDACTED] is a pleasure to have in class. She needs to have more confidence in her ability.	0	0
3(B)	11-12	Freshman English	Granbery, Christopher Minot	B+				0	Excellent student, great start on Q2 has pulled S1 to an A-	1	0
L2(A-B)	11-12	Freshman Seminar	Granbery, Christopher Minot	A-				0	Excellent work.	1	0

The information below is presented only as a guide to earned credits. It indicates whether a student is on-track to graduate, but does not indicate whether a student has met specific credit require for graduation. Questions about a student's graduation progress should be directed to the student's guidance counselor.

Students are expected to earn at least 6 credits freshman year. [REDACTED] earned: 0.00.
 Students are expected to earn at least 5 credits sophomore year. [REDACTED] earned: 0.00.
 Students are expected to earn at least 6 credits junior year. [REDACTED] earned: 0.00.
 Students are expected to earn at least 5 credits senior year. [REDACTED] earned: 0.00.

In order to earn a standard diploma, 22.5 credits are required. [REDACTED] has attempted 0.00 credits and has earned 0.00 credits.

Parent/Teacher Conferences Thursday Nov 10th. Please call the Main Office at 603.679.5472 x0 to schedule an appointment.

If you are unable to make it on the 10th and would like to speak to your student's teachers, please contact them directly using the email addresses located on our website at www.sau14.org.

Q1=Quarter 1 Q2=Quarter 2 E1=Exam S1=Semester 1 Q3=Quarter 3 Q4=Quarter 4 E2=Exam S2=Semester 2 CRE=Credit Earned

Level of Competency	Overall Course Grade	Competency Content Grade	Competency Skill Grade	Equivalent Number Grade	Traditional Letter Grade	Performance Descriptors for Course & District Competencies
Advanced	A+ to A-	A+ to A-	4	90-100	A+ to A-	The student consistently exceeds the performance standards for the grade level. Understands and applies key concepts and skills with consistency and independence.
Beyond Competent	B+ to B-	B+ to B-	3	80-89	B+ to B-	The student consistently meets the performance standards for the grade level. Understands and applies key concepts and skills with consistency and effectiveness.
Competent	C+ to C-	C+ to C-	2	70-79	C+ to C-	The student has a general understanding of the performance standards for the grade level. Understands key concepts and skills and is working on applying concepts and skills.
Not Yet Competent	N	N	1	Below 70	D to F	Student does not yet understand key concepts and skills and is working toward this goal.
Not Assessed	NA	NA	NA			The standard has not yet been assessed.
Incomplete	I	I	I			Incomplete grade due to outstanding assessments.

EPPING HIGH SCHOOL

*GRADING AND REPORTING STUDENT
ACHIEVEMENT*