

Casco Bay Family Grading Guide

Our Grading Principles & Practices:

Our standards-based grading system uses the following principles to guide how we assess student achievement and communicate progress to families:

Principle: Grades should clearly communicate what students know and are able to do in each class.

Practice: *We report on student mastery of specific skills and concepts within a course (called “course standards”); traits like participation and effort are reported on separately.*

Principle: Students should have multiple opportunities to show what they know and can do.

Practice: *We ask students to build a body of work to demonstrate their mastery of each course standard.*

Principle: Schools should support students in acquiring *all* of the essential knowledge and skills in a course, versus just a portion of it.

Practice: *To earn credit, all of the course standards must be met.*

Principle: Academic knowledge and work habits are both important to acquire for college and life.

Practice: *Students receive both academic grades (based on course standards) as well as habits of work (HOW) grades for each class.*

Principle: If students are working hard (as shown by their habits of work grade) to meet standards, they deserve more time and support to learn the material.

Practice: *Students receive additional time after the term has ended to meet course standards if they have a “3” or above in Habits of Work.*

Principle: All students should have the opportunity to excel.

Practice: *Achieving “with Honors” is an option for all students in all courses.*

Principle: Regular communication with families about student progress supports deeper learning.

Practice: *We formally report progress 10 times a year through report cards, progress reports, and conferences. Infinite Campus, our on-line grade book, is updated frequently by teachers and is always open to parents.*

Principle: Learning cannot be averaged: students need time to practice and learn from mistakes.

Practice: *We determine trimester grades based on trends, and take more recent performance into account. Trimester grades reflect a student’s current level of achievement.*

Grading Language and Scale

Course Standards: Each CBHS course is built around ten to fifteen *course standards*. A course standard is a description of concepts or skills that can be achieved during a particular course; they represent the essential things students must know or be able to do in that course. Teachers have derived CBHS course standards from the Common Core, the new national standards in math and literacy, as well as the Maine State Learning Results. Report cards communicate a student’s achievement level of assessed course standards.

Learning Targets: Projects and daily lessons are built around *learning targets*, which are stepping-stones towards meeting course standards. Learning targets are discussed with students, so they have a clear picture of what they are learning through doing the work.

Our **standards-based grading language and scale** is consistent with the scale that the state uses for the MHSA and is comparable to the 4.0 scale which is used in many schools and colleges.

1 = Does Not Meet the Standards

2 = Approaches the Standards

3 = Meets the Standards
4 = Exceeds the Standards

“The old system of grading (A-F) is based more on a teacher’s own personal standards which can vary greatly from one teacher to another- what is one teacher’s B might be another teacher’s A. In standards-based grading... the faculty has some basic agreements of what they consider the standard. It is good to know my daughter is grasping the information that is considered to be the basic standard of understanding. And if she should fall below the standard, she understands what it will take to get back up there, and she pushes herself to do that. And when she gets anything slightly above meeting the standard, she seems to take great pride in that and tries even harder.”
 ~ MaryAnne Lloyd, CBHS Parent

For each major assessment, teachers will develop *rubrics* (often with student input) that make clear the criteria that a student will have to meet in order to receive a 2, 3 or 4. The chart below describes the grading scale in more detail:

Score	Description	For an overall course grade on a report card this means....	On a classroom assignment this means...
1	Does Not Meet the Standard	A student’s body of work has not met the majority of the standards assessed. <i>This is not a passing grade and does not earn course credit.</i>	A student's work does not demonstrate substantive progress towards meeting the standard or criteria of a given assessment by an established deadline. This may mean that a student has not met the majority of performance indicators or criteria for that assessment, or student has not made an attempt to meet criteria. <i>This is not a passing grade.</i>
2	Approaching the Standard	A student’s body of work has met a majority of the standards assessed, but has just partially met one or more of them. <i>This grade does not earn course credit.</i>	A student's work demonstrates a substantive attempt to meet the standards of a given assessment by the established deadline, but needs more time to achieve competency and meet all the criteria for the assessment. <i>This is not a passing grade.</i>
2+	Very Close to Meeting the Standard	A student has either met all the standards assessed but one, or it means that with continued, steady practice and growth, the student can meet all course standards by year’s end. <i>This grade does not earn course credit.</i>	A student's work is very close to meeting the standard. <i>This is not a passing grade,</i> but it lets the student know s/he does not have far to go before meeting the standards being assessed.
3	Meets the Standard	The student has met (earned a 3) on each and every one of the course standards assessed during the trimester. This does <i>not</i> mean that a student has to pass each and every assessment, but his/her body of work demonstrates competency in each of the assessed standards. <i>At the end of a trimester, this grade earns course credit.</i>	A student's work fundamentally and competently meets the standard being assessed. <i>All</i> of the criteria for Meets the Standard (e.g., in the rubric) are demonstrated in the work. <i>This is a passing grade.</i>
3.25 to 3.75	Partially Exceeding the Standard	See “Between 3 and 4,” below.	

4	Exceeds the Standard	A student's work has consistently and/or lately Exceeded the Standard in each and every course standard assessed up to that point. <i>This grade earns course credit.</i>	The student's work goes substantially above and beyond the course standards in quality and rigor. Sometimes, a student will have to opt to complete a particular task(s) or prompt(s), not required of all, in order to be eligible for an Exceeds. <i>All</i> of the criteria for Exceeds the Standard (e.g., in the rubric) are demonstrated in the work. <i>This is the highest grade possible.</i>
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Between 3 and 4: On many assessments, especially those that are less complex (e.g.: a quiz), only the grades 1, 2, 3 or 4 are possible. (On occasion, on assessments of crucial factual knowledge (e.g.: science lab safety), only grades 1, 2 or 3 may be possible.) On more complex assessments that include rubrics with multiple criteria for a standard, a grade between 3 and 4 is possible. The indicators within the rubric define the qualities a student's work must have in order to earn a score between 3 and 4.

On an assessment of a course standard, this means in addition to meeting the criteria for a 3...

3.25: A student's work meets about 25% of the Exceeds criteria.

3.5: A student's work meets about 50% of the Exceeds criteria.

3.75: A student's work meets about 75% of the Exceeds criteria.

For overall grades, students may receive grades between 3 and 4, which means...

3.25: Consistently or lately, the student's work has met about 25% of the "Exceeds" criteria.

3.5: Consistently or lately, the student's work met about 50% of the "Exceeds" criteria.

3.75: Consistently or lately, the student's work has met about 75% of the "Exceeds" criteria.

An "**Incomplete**" grade may be granted at the end of a trimester in the event of an extended, excused absence or a HOW grade of 3 or higher. (See below for details.) Barring exceptional circumstances, students will have two weeks to meet remaining standards following a grade of Incomplete.

Academic Honors

Honor Roll

Meeting the Standards in a course is a significant accomplishment. Although a direct translation to a non-standards-based grading system is not possible or advisable, the GPA translation of 3.0 fairly reflects our rigor. All students who Meet the Standards in all of their classes by the final day of the trimester will:

- 1) Be recognized for achieving Honor Roll
- 2) Have a GPA of at least 3.0

With Honors

Doing work that consistently Exceeds the Standards is an exceptional achievement. It often requires completing not just more work, but different, more sophisticated and rigorous work. Students who complete the trimester with an overall grade of 3.75 or higher will be said to have completed the trimester "**With Honors**" in that course. This will be designated on their transcripts with an "H."

High Honors

Students with a GPA of 3.75 or higher for a trimester achieve the High Honor Roll.

Course Credit

Partial course credit (.66) is awarded at the end of each trimester.

Habits of Work (HOW)

Quality habits of work are an essential part of students' Pathways to Success. Students receive a separate HOW grade in each course. There is a clear correlation between quality Habits of Work, academic achievement and learning. The better one's Habits of Work, the more s/he will achieve and learn. Our Habits of Work grade assesses how you interact with others, how you approach learning challenges, and how you participate in class. Habits of Work are grounded in elements of the Pathways to Success, such as "Be Accountable" and "Pursue Personal Best." Habits of Work are regularly assessed in each course and each marking period, using the same grading scale (1-4). There is a HOW Honor Roll for all students who earn a 3 or higher for a HOW grade in every class. "HOW Students of the Week" are also recognized at School Meeting.

To Earn a HOW of 3, Do the Big 3.

Students must consistently (about 80% of the time):

Complete homework.

Meet deadlines.

Participate effectively in class activities (includes regular, on time attendance).

How do you earn a 4 in HOW? Do the Big 3 *all of the time*.

A student with a HOW of "3" cannot receive a trimester grade of 1 or 2. At the end of the trimester, a student with a HOW of 3 or higher who has not met standards will receive an Incomplete. This means that the student will be granted additional support and time, two weeks, to meet remaining standards. If a student has a HOW grade lower than 3 and is not meeting academic standards, the student will receive a 1 or 2 on the report card and may not have the opportunity to make up standards for the course until summer school.

"As long as students show consistent habits indicating concern for school work, they are given opportunities to show their achievement of high standards. Seeing a 2 on [a progress report] seems as though it is close to a 50% of the highest possible grade, a 4; it shouldn't be seen that way. The student has shown he or she has achieved some of the targets needed to meet the standard, and can meet the standard with extra time."
~ Jill Roland, CBHS Parent

CBHS Universal Habits of Work (HOW) Traits

The list below describes the Habits of Work traits that CBHS faculty teach and assess; it includes "the Big 3" described above and is organized around elements of the "Pathways to Success." Teachers may provide additional criteria to define what a particular HOW trait looks like in their course or discipline.

Work Ethically

*Behave ethically and treat others with respect.
Accept responsibility for personal decisions and actions.*

Work Collaboratively

*Work actively and cooperatively to achieve group goals.
Perform a variety of roles within a group.
Fulfill individual responsibilities within the group.*

Be Accountable

*Complete homework; prepare for class.
Use class time effectively.
Meet deadlines and established criteria.*

Persevere

*Persevere when things are hard.
Complete revisions when necessary.
Access appropriate resources to solve problems.*

Be Community

*Participate effectively and positively in class.
Make sure class members feel safe and comfortable.
Demonstrate stewardship.*

Pursue Personal Best

*Be willing to try new things; take constructive risks.
Seek from setbacks and feedback.
Seek challenge and solutions.*

Policy on Late Work

1. Late work will not be accepted for daily formative assessments* such as reading quizzes (excused absences exempted). Students will receive a HOW grade of “1.”
2. If a student has missed a formative assessment, he/she can arrange to receive feedback from the teacher at a pre-arranged block 7. If the work is acceptable, the teacher can move the HOW grade from “1” to “2” (a grade of “3” is not possible).
3. Late work will not be accepted for summative assessments.** However, a student can request to make up the summative assessment by turning in a “Summative Assessment Extension Request Form.”
 - a) The Extension Request Form should be turned in by the assignment due date or earlier whenever possible. Students who fail to complete the Extension Request Form will only be able to make up that assessment in mud/summer school - if otherwise eligible.
 - b) The student and teacher will conference in Block 7 to determine the new deadline and the body of work required to demonstrate readiness (which will likely include many of the daily, formative assessments that might have been missed earlier).
 - c) After the new due date and required work is added to the Request Form, the student will then have the form signed by their parent or guardian, as well as their crew advisor.
 - d) The student must then hand in work on the date specified in the Request Form.
 - e) Students will be allowed one extension form per course per trimester, subject to teacher approval – and NEVER for an expedition culmination (for example: the naturalization ceremony, the “In the Black” symposium, Final Word).
4. Students who fail to meet the extension deadline or who miss more than one summative assessment per trimester must attend mud school or CBHS summer school for another opportunity to make up the standard(s) associated with the missed assessment, if eligible.*

***Note:** Students who have IEPs, 504s, RTIs, MET plans (for ELL students) may have mandated plans which allow for extended time to meet standards, without penalty. In these cases, students and teachers will negotiate an appropriate deadline in advance. If the student then misses the negotiated deadline, this late work policy takes effect.*

***Formative Assessment** – a range of smaller stakes learning tasks (eg: quizzes, teacher observations and journal entries) designed to give teachers and students a sense of where they are on progress towards meeting short-term or long-term learning targets in the midst of an instructional unit. The results of formative assessments should help inform students and teachers what to do next in order for students to master the target: *Assessments for Learning*.

****Summative Assessments** – higher stakes learning tasks (eg: end of unit tests, final draft essays, culminations) which are designed to measure whether or not students have mastered long-term learning targets or course standards once a unit of instruction is complete: *Assessments of Learning*.

Reporting System

At any time, students and parents may review credits, attendance and grades through the PPS web portal, “Infinite Campus.” Contact your child's crew advisor for details. In addition, we provide the following reports and structures:

1. Half Way through the Trimester: Progress Report

Each student receives a progress report that includes an overall grade for each course.

2. Two Weeks Before The End of the Trimester: Danger of Not Meeting the Standards Report

Any student in danger of not passing one or more courses will receive this one-page report.

3. Near the End of the (Fall and Winter) Trimester: Student-Led Conferences

Students will present a conference portfolio to their parents and crew advisor. Conference participants will review progress, strengths, and needs – and establish steps for moving forward.

4. Within Two Weeks After the End of Trimester: Trimester Report Card

Students will receive their final trimester grade and HOW grade in each course.