



# Cumberland School Department Policy Manual

STUDENTS

I

K - 8 PROFICIENCY BASED GRADING

I-12

## PURPOSE

The purpose of the Cumberland School Department's Proficiency Based Grading Policy – Grades K-8 is to set forth best practice principles for creating a scoring and reporting system at the elementary and middle school level which fairly and accurately reflects student learning.

## PROFICIENCY BASED REPORTING SYSTEM

We promote:

1. A system that measures and accurately reflects student proficiency;
2. A system that separately assesses academic achievement and learner qualities;
3. A system that ensures accuracy, consistency and fairness in scoring across the district;
4. A reporting system that provides meaningful achievement information to students, parents, institutions of higher learning, and other stakeholders.

## Performance Levels

Performance level reporting fulfills three purposes: 1) To provide students with meaningful feedback on their achievement 2) To minimize the amount of variation in grading practices among teachers and schools and 3) To provide teachers with information so that instruction can be adjusted to meet student needs.

Standards based reporting with four performance levels will be utilized:

Level 4 (four):	Distinguished Command
Level 3 (three):	Strong Command
Level 2 (two):	Moderate Command
Level 1 (one):	Partial to No Command
I (Incomplete):	Incomplete or missing work
N/A:	Not assessed at this time

## Arriving at the Performance Level Determination

To determine scores at the end of the reporting period, teachers will use a preponderance of evidence and professional judgment when reviewing the body of student work. Use the most consistent level of achievement on summative assessments, with emphasis on the more recent performance when applicable. The score assigned for the grading period must be based on both the body of evidence (the scores) and professional judgment. At the conclusion of the reporting period, professional judgment involves



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consideration

of the most appropriate measure of central tendency (median or mode) and how best to address more recent scores. The use of decimals is prohibited. A teacher's professional judgment is defensible when it is based on the district's established proficiency based practices and principles.

## Incomplete Work

Students who fail to complete major assignments/assessments will have a five (5) school day period of time to make up the work at the discretion of their teacher. Failure to do so will initiate communication to a parent/guardian and a referral to the Academic Proficiency Center (APC) to complete the assigned work. Students who do not complete these major assignments/assessments will receive an incomplete on their report card and will have summer school or the credit recovery program as options for making up the work and attaining the required proficiency level in the course or subject standards.

## Multiple Measures & Opportunities

Student level scoring shall be based on multiple measures of student work collected in multiple formats (e.g., paper and pencil, oral presentations, projects) and under varying conditions (on demand, timed and untimed, over extended periods, with and without revisions). Teachers must be committed to allowing students multiple opportunities to show what they know and can do.

## Formative & Summative Assessments

Quality use of these scoring and reporting practices is directly dependent on the quality of formative and summative assessments teachers use on a regular basis to measure achievement, growth and progress. Formative assessment practices focus on learning by providing meaningful feedback and allowing students to make mistakes during the learning process and still recover. Summative Assessments are designed to measure a student's proficiency of the academic standards. Summative Assessments are to be administered after sufficient formative assessments and instructions have occurred. Performance level scores at the end of a reporting period will be determined primarily by summative assessments.

## Grading Based on Specific Learning Criteria & the Use of Rubrics

Scoring that is based on specific learning criteria enables teachers to identify explicit goals and expectations that prioritize learning. Establishing learning criteria gives teachers an opportunity to determine what evidence constitutes a fair and accurate measure of student learning and what criteria they will use to judge that evidence. Rubrics define the criteria for quality work and clearly articulate descriptions of performance at each level. There must be clear, agreed-upon performance standards so that judgments of quality are consistent across classrooms and schools. Teachers must work to understand and agree on the definitions of performance level quality by creating working groups and calibration sessions where teachers across schools and grade spans can collaborate to form common expectations. All schools will utilize similar learning criteria and rubric formats.



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## Student Progress and Reporting

Student progress and reporting to students and families shall occur on a regular and timely basis. Informal feedback to students, both oral and written, shall occur daily at the elementary level and at least weekly at the middle school level. Formal reporting with families shall occur within two weeks after the close of a quarter or trimester and immediately if a student is at risk of failing. All reporting of student progress and achievement shall be clear and shall use a variety of formats for communicating (telephone, notes, report cards, email, conferences, etc.) and, when possible and necessary, multiple languages. Students shall be involved in grading and reporting processes, (e.g., self-assessing, participating in parent-teacher conferences, journals). It is expected that schools will make multiple attempts to intervene with and communicate to students and parents about incomplete and failing work. Teachers will record all summative assessment grades within two (2) weeks in the Cumberland School Department student information system (currently the Aspen Student Family Portal).

## CHEATING/ PLAGIARISM

The Cumberland School Department expects and demands academic integrity. Students involved in cheating and/or plagiarism will be subject to appropriate behavioral consequences. Additionally, they will be required to complete the work in an appropriate manner as determined by the teacher and building administrator to allow for a true measurement of student academic achievement.

## LEARNER QUALITIES

Learner qualities provide a picture of how students reach their learning goals. Important aspects of learner qualities (i.e. homework, independent work, behavior, effort, and class participation) should be reported on, but separate and apart from academic achievement as not to skew the true measure of student proficiency. Learner qualities will be reported in a separate section of the report card.

## EXTENDED LEARNING OPPORTUNITIES

The Cumberland School Department recognizes that students may differ in the time needed to attain proficiency. To support the learning of all students, flexible learning opportunities will be provided, including but not limited to before and after school programs, summer school, Academic Proficiency Center (APC) etc.

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