



## PURPOSE

The purpose of the Cumberland School Department’s Proficiency Based High School Grading is to set forth best practice principles for creating a scoring and reporting system that fairly and accurately reflects student learning. We promote a system that:

1. Measures and accurately reflects student proficiency;
2. Uses high quality feedback to support the learning process and encourage student success;
3. Separately assesses academic achievement and learner qualities;
4. Ensures accuracy, consistency and fairness in scoring across the district;
5. Provides meaningful achievement information to students, parents, institutions of higher learning, and other stakeholders.

## PROFICIENCY BASED GRADING & REPORTING DEFINED

### Proficiency Based Grading & Reporting

Grading and reporting in a standards-based system is a process of accurately reporting the academic and nonacademic performance of students. Student performance will be reported out in three separate ways:

1. Academic (Performance Level) – The most accurate evaluation of what a student knows and is able to do as defined in Cumberland High School Measurement Standard Documents. A 12 point scale will be utilized.
2. Academic (GPA) - The academic performance level scores (0 to 4+) will be converted to a GPA scale, compatible with the College Board GPA.
3. Non-Academic Indicators – Learner qualities that describe the actions and behaviors that support academic achievement.

### Academic (Performance Level) Scoring

Performance level reporting fulfills three purposes:

- 1) Provide students with meaningful feedback on their achievement
- 2) Minimize the amount of variation in grading practices among teachers and schools
- 3) Provide teachers with information so that instruction can be adjusted to meet student needs.

Standards based reporting with four performance levels (with pluses and minuses) will be utilized:

Level 4	Demonstrates a Complex Understanding of Grade Level Standards
Level 3	Demonstrates Proficiency of Grade Level Standards
Level 2	Demonstrates Partial Proficiency of Grade Level Standards
Level 1	Demonstrates Beginning Proficiency of Grade Level Standards

Score of I(Incomplete-0):	Incomplete/Missing Work
N/A:	Not Assessed at this Time



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## Academic (GPA) Calculation:

Rubric Score	Grade Equivalent	Raw Points Calculated	CHS GPA Scale (For grade reporting- Used when averaging multiple standards or assessments)	College Board GPA
4+	A+	12 (4.333)	4.0001-4.3333	4.00
4	A	11 (4.0)	3.6667 - 4.0000	
4-	A-	10 (3.666)	3.3333 - 3.6666	3.70 - 3.99
3+	B+	9 (3.332)	3.0001 - 3.3332	3.30 - 3.69
3	B	8 (3.0)	2.6667 - 3.0000	2.70 - 3.29
3-	B-	7 (2.666)	2.3333 - 2.6666	2.30 - 2.69
2+	C+	6 (2.332)	2.0001 - 2.3332	2.00 - 2.29
2	C	5 (2.0)	1.6667 - 2.0000	1.70 - 1.99
2-	C-	4 (1.666)	1.3333 - 1.6666	1.30 - 1.69
1+	I+	3 (1.332)	1.0001 - 1.3332	0.00 - 1.29
1	I	2 (1.0)	0.6667 - 1.0000	
1-	I-	1 (0.666)	0.0001 - 0.6666	
0	0	0 (0.0)	0.00 - 0.000	



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## Non-Academic (Learner Quality) Scoring

Learner qualities provide a picture of how students reach their learning goals. For example, how well do students meet deadlines and follow timelines on extended projects. 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.

## Cumberland High School Learner Qualities and Scoring Rubrics:

<b>Citizenship</b>		
	Preponderance of evidence throughout scoring period indicates that student <b><u>MEETS</u></b>	Preponderance of evidence throughout scoring period indicates that student <b><u>DOES NOT MEET</u></b>
<p><b>Attitude &amp; Mindset</b></p> <ul style="list-style-type: none"> <li>• <b>Effort creates ability. Those who work, learn.</b></li> </ul> <p><b>Respectful Citizen</b></p> <ul style="list-style-type: none"> <li>• <b>Positive participants who engage others in the academic and social aspects of work are valued</b></li> </ul>	<p><b>Attitude &amp; Mindset</b></p> <ul style="list-style-type: none"> <li>• Is persistent</li> <li>• Views problems as challenges, not obstacles</li> <li>• Seeks and utilizes support</li> <li>• Demonstrates grit &amp; perseverance</li> <li>• Positive attitude</li> <li>• Views mistakes/failure as learning opportunity to grow</li> </ul> <p><b>Respectful Citizen</b></p> <ul style="list-style-type: none"> <li>• Follows the CHS code of conduct</li> <li>• Adheres to dress code</li> <li>• Respect property of others</li> <li>• Appropriate language</li> <li>• Displays Digital Citizenship</li> <li>• Consistently reports to class on time</li> <li>• Interactions with others are polite and positive</li> </ul>	<p><b>Attitude &amp; Mindset</b></p> <ul style="list-style-type: none"> <li>• Chooses not to participate</li> <li>• Distracts learning of others</li> <li>• Gives up when facing difficulty</li> <li>• Seeks path of least resistance</li> <li>• Avoids risk</li> </ul> <p><b>Respectful Citizen</b></p> <ul style="list-style-type: none"> <li>• Has received consequences for inappropriate behavior in the classroom</li> <li>• Engages in conflict with peers</li> <li>• Does not show a genuine and consistent effort to respect self and others</li> </ul>



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<b>Work Ethic</b>		
	Preponderance of evidence throughout scoring period indicates that student <b><u>MEETS</u></b>	Preponderance of evidence throughout scoring period indicates that student <b><u>DOES NOT MEET</u></b>
<p><b>Self-Directed Learner</b></p> <ul style="list-style-type: none"> <li>• <i>Learners should take initiative and be active participants in the process</i></li> </ul> <p><b>Quality Producer</b></p> <ul style="list-style-type: none"> <li>• <i>Organized and professional products are essential</i></li> </ul> <p><b>Collaborative Worker</b></p> <ul style="list-style-type: none"> <li>• <i>To work together, especially in a joint intellectual effort.</i></li> </ul>	<p><b>Self-Directed Learner</b></p> <ul style="list-style-type: none"> <li>• Seeks help when needed</li> <li>• Participates actively in learning</li> <li>• Sets goals</li> <li>• Reflects on progress</li> <li>• Takes initiative to make up work when absent</li> <li>• Completes necessary formative practice</li> <li>• Adjusts path to meet goals</li> <li>• Values educational opportunities offered</li> <li>• Prepared for class with all materials necessary</li> </ul> <p><b>Quality Producer</b></p> <ul style="list-style-type: none"> <li>• Consistently meets deadlines</li> <li>• Takes time to review and edit work</li> <li>• Submits best effort with each attempt and demonstrates growth based on feedback</li> <li>• Thoroughly completes task from start to finish</li> </ul> <p><b>Collaborative Worker</b></p> <ul style="list-style-type: none"> <li>• Participates in all classroom activities</li> <li>• Takes on individual responsibility of group projects</li> <li>• Accepts assigned group roles</li> <li>• Acceptance of differences, multiple viewpoints</li> <li>• Has the ability to give and take feedback constructively</li> </ul>	<p><b>Self-Directed Learner</b></p> <ul style="list-style-type: none"> <li>• When struggling, does not create plan for improvement</li> <li>• Cannot articulate current level of performance or knowledge</li> <li>• Does not complete necessary formative work (homework, classwork, etc.)</li> <li>• Ignores educational opportunities offered</li> <li>• Does not study for assessments</li> </ul> <p><b>Quality Producer</b></p> <ul style="list-style-type: none"> <li>• Does not meet deadlines as assigned</li> <li>• Work does not reflect best effort</li> <li>• Work does not show evidence of revision</li> <li>• Final product is not organized or professional</li> </ul> <p><b>Collaborative Worker</b></p> <ul style="list-style-type: none"> <li>• Argumentative</li> <li>• Distracts group process and timeline</li> <li>• Does not allow for equity of voice and participation</li> <li>• Does not support group in completing tasks</li> <li>• Participation is not genuine</li> </ul>

## COMPREHENSIVE ASSESSMENT SYSTEM

A comprehensive assessment system is a coordinated plan for monitoring the academic achievement of students. The goal of the comprehensive assessment system is to:

1. Increase student learning by producing actionable data,
2. Evaluate the effectiveness of programs, and
3. Ensures that all students are making progress toward achieving learning goals.



## **Assessment Definitions (Formative, Progress, Summative, Comprehensive):**

Quality use of these scoring and reporting practices is directly dependent on the quality of formative, interim and summative assessments teachers use on a regular basis to measure achievement, growth and progress.

### **Formative Assessments:**

Formative assessment is the ongoing collection of information that enables teachers to support a student's continuous progress towards proficiency in the academic standards. Formative assessment practices focus on learning by providing meaningful feedback and allowing students to make mistakes during the learning process and not be penalized by scores. Daily homework and classwork are considered formative assessments. Formative assessments and experiences are for feedback purposes only, and are not to be assigned a grade.

### **Progress Assessments:**

Progress Assessments are given to provide measurable feedback on student progress while working towards the summative. These assessments are aligned to unit targets and content standards, and are scored on department rubrics.

### **Summative Assessments:**

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 instruction has occurred. When possible, teachers should strive for a system that assesses students at their point of readiness. Summative assessments will also be used to successfully compile a graduation portfolio, a requirement for graduation. A student that achieves standard proficiency on a school wide rubric may use the task in their graduation portfolio.

#### **On-Demand Assessments:**

On-Demand Assessments are given within the classroom, without the use of any resources, such as Unit Test or performance task. These assessments are typically given within a predetermined amount of time

#### **Extended Task Assessments:**

Extended tasks do not have to occur within the classroom, and can be taken with the use of resources. These assessments could take the form of papers, projects, labs or presentations. Teachers will ensure timely and effective feedback on all assessments ensuring that feedback is clear, descriptive, and actionable.

#### **Comprehensive Assessments**

Comprehensive Assessments must be developed in a manner consistent with Rhode Island's Secondary Regulations. Comprehensive Assessments are on-demand assessments that measure all academic measurement standards instructed in the marking period. These assessments will be given in the at the culmination of each semester (such as a midterm and a final exam), and will count toward the final average.



## **DETERMINATION OF PROFICIENCY**

### **Arriving at the Academic Numerical Grade**

In arriving at a final grade determination, teachers will use all pieces of evidence/criteria available and assign a grade utilizing a four-point rubric, with room for plusses and minuses along the proficiency continuum, allowing for demonstrating student growth, and also for more accurate information of where specific student performance relies in relation to the standards. These plusses and minuses provide a 0-12 point grading scale and are substantiated by the scoring evidence on the rubric. Quarterly, Semester, and Final grades will be reported on an annual basis. Performance level scores at the end of a reporting period will be determined primarily by summative assessments. Final numerical grades will be determined based on a calculated average that includes both progress and summative assessments.

### **Grading Based on Content Standards & the Use of Rubrics**

Content Standards are concise, clearly articulated descriptions of what students should know and be able to do at a specific stage of their educational journey. 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. 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. Teachers will develop systems to connect what is taught in the classroom to the standards that students need to learn, as well as systems that help them track learning progress over time. Cumberland High School will utilize a consistent rubric template whenever possible.

## **ACADEMIC HONESTY**

The Cumberland School Department expects and demands academic integrity. Students involved in cheating and/or plagiarism will be subject to appropriate behavioral consequences as defined by the Cumberland High School Student & Parent Handbook. 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. The new submission of the assignment is not to exceed a performance level score of 2.



## **ACCESS & OPPORTUNITY**

### **Incomplete & Late Work**

#### **Due to absence:**

- If a student has an excused absence on the day of an assessment, her/she will have five (5) school days to complete the missed assessment, at a mutually agreed-upon time between the teacher and the student.

#### **On-Demand Assessments:**

- If a student sits for an on-demand assessment, and does not complete the assignment, or skips an entire section of the assessment, the assessment will be scored with missing portions averaging as a "0"

#### **Extended Task Assessments:**

- Teachers should implement multiple communication efforts and checkpoints for understanding before assignment deadlines to help increase student success and work completion rates. Students who fail to submit summative assessments on the due date will have three (3) school days to make up the work at the discretion of their teacher, and will not be accepted beyond that third day. Work submitted late will lose one whole point (on the 4pt scale) and cannot exceed a 3 on a 4 point scale.

### **Multiple Measures & Opportunities**

The goal of the Cumberland Public Schools is to enable students to be proficient, and the provision of both support and multiple opportunities are key elements to getting all students to proficiency. When a student scores below proficient on standards essential to continued academic progress, interventions designed to support student mastery of the standard(s) will be implemented before the summative assessment occurs. These multiple measures can take of a variety of formats, ranging from classwork, after school help, independent plans of study, or mid-unit assessments. The purpose of the multiple measures and opportunities is to allow students multiple chances at feedback on a standard before the summative assessment, allowing for correctives and progress towards proficiency.

### **Student Performance and Gradebook Reporting**

Teachers will record all student grades electronically within the Cumberland School Department student information system within one (1) week for Progress Assessment and within two (2) weeks for Summative Assessments. Teachers will provide actionable feedback on student work which students can use to improve their learning outcomes. Students should be involved in grading, feedback and reporting processes, (e.g., self-assessing, reflecting, and goal setting). It is expected that teachers will make multiple attempts to intervene with and communicate to students and parents about incomplete or failing work as well as the student being at risk of failing for the marking period. The teacher will attempt to intervene by 1) a conversation with the student, and 2) an email sent home. Formal reporting (report cards) with families shall occur within two weeks after the close of a quarter or semester.



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## **EXTENDED LEARNING & CREDIT RECOVERY 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 may be available, such as; before and after school programs, Homework Help Center, various Peer Tutoring Programs, Summer School, et cetera.

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*Policy I-13 High School Proficiency Based Grading supersedes policy*

*IKFC – High School Proficiency Based Graduation Policy*

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