

CBHS Faculty Grading Guide

PART ONE: THE BASICS OF STANDARDS-BASED GRADING

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:* Grades should indicate a student’s current level of achievement: learning cannot be averaged.
Practice: We determine trimester grades based on trends, and take more recent performance into account.
- *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 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: See “Habits of Work” and “Additional Opportunities” sections for more information.
- *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 about 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.

Grading Language and Scale

Each CBHS course is built around ten to fifteen *course standards*. A course standard is a description of a long-term learning target that can be achieved during a particular course; they represent the essential things all students must know or be able to do in a course. 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.

Score	Description	For overall course grade on 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>	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. An incomplete may appear instead of a 2 if the student has a HOW grade of 3; the student will have 2 extra weeks to meet standards.</i>	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 teacher may award a 2+ to indicate that a student 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 must trend towards and ultimately meet the standard. <i>At the end of a trimester, this grade earns course credit.</i>	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 a passing</i>

			<i>grade.</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.: 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.

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. What does this say about student achievement?

3.25 Consistently or lately, the student's work has exceeded the standard about 25% of the time and/or met about 25% of the "Exceeds" criteria.

3.5 Consistently or lately, the student's work has exceeded the standard about a 50% of the time and/or consistently met about 50% of the "Exceeds" criteria.

3.75 Consistently or lately, the student's work has exceeded the standard about 75% of the time and/or consistently met about 75% of the "Exceeds" criteria.

Between 2 and 3: On a given assessment, a teacher may award a 2+ to indicate that a student is very close to meeting the standard. At the end of a trimester, a 2+ means 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. This grade does not earn course credit, but indicates that such credit is quite possible.

In exceptional circumstances, an "Incomplete" grade may be granted at the end of a trimester (e.g.; in the event of an extended, excused absence). Barring exceptional circumstances, students will have two weeks to meet remaining standards following an Incomplete grade.

Course Credit

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

Habits of Work (HOW)

We recognize that quality habits of work are essential for students' future success in school and work. Students receive a distinct HOW grade in each course. Our Habits of Work grade assesses how you interact with others, how you approach learning challenges, and how you participate in class. 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. 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.

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.

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

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

1. Complete homework,
2. Meet deadlines, and
3. Participate effectively in class activities (includes regular, on time attendance)

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

Common Classroom Practices:

- A posted HOW target for a set time period;
- An opportunity for students to reflect on their progress (or not) towards the target, at least every two weeks;
- Feedback from the teacher to the student about their progress, at least every two weeks.

The list below describes all of the Habits of Work traits CBHS supports and holds students accountable to acquiring; it includes “the big 3” described above. Teachers may provide additional criteria to define what a particular HOW trait looks like in their course or discipline.

CBHS Universal Habits of Work (HOW) Traits

Guiding Principle: *A quality worker consistently...*

1. Prepares adequately for class.
2. Is willing to try new things.
3. Uses class time effectively
4. Learns from feedback.
5. Perseveres when things are hard.
6. Uses appropriate resources to solve problems.
7. Meets deadlines and established criteria.

Guiding Principle: *An involved citizen consistently...*

1. Contributes positively to the class.
2. Behaves ethically and treats others with respect.
3. Accepts responsibility for personal decisions and actions.
4. Demonstrates stewardship.
5. Seeks solutions to problems.

Guiding Principle: *A collaborative worker consistently...*

1. Makes sure group members feel safe and comfortable.
2. Works actively and cooperatively with others to achieve group goals.
3. Performs a variety of roles within a group.
4. Fulfills individual responsibilities within the group.
5. Uses group time effectively.

PART TWO: HOW-TOs of STANDARDS-BASED GRADING

I. Meeting Course Standards

What is a course standard?

A course standard is a description of a broad, vital long-term learning target that can be achieved during a particular course; they represent the essential things all students must know or be able to do in a course. Ideally, course standards will remain similar from year. For a year-long course, there might be 10-15 course standards.

Course standards:

- make connections among separate concepts or skills;
- require high cognitive levels and dynamic student involvement;
- direct assessment and instruction; and
- are informed by the Maine State Learning Results.

Projects and lessons are built around *learning targets*, which are stepping-stones towards meeting course standards. They are components or facets of the larger standard—often 3-5 per standard. Learning targets are discussed early in an expedition or lesson, so students have a clear picture of what they are learning through doing the work. Assessments are aligned with learning targets.

Who sees the course standards for my course?

Course standards are submitted to the Principal before the course begins; these will be posted on the school's website if possible. Updates made during a course should also be submitted to the Principal.

Parents and students must receive each course's list of course standards within two weeks of the beginning of a course.

What does it mean to meet a course standard?

In order to "meet" a course standard, a student should be able to demonstrate that s/he can *consistently* demonstrate that standard whenever it is assessed. Meeting a course standard *consistently* does not mean meeting it *perfectly*. Some standards address skills and knowledge which may only have to be demonstrated once during a course; other standards may be recursive and address skills or habits which have to be addressed multiple times during a course to ensure mastery.

Gradually building upon a course standard throughout the course, demonstrating growth along the way, and then finally meeting the standard during the last possible opportunity for demonstration is acceptable; for certain standards, the period of assessment may even range over more than one trimester. On the other hand, a student who demonstrates the standard once early on and then never demonstrates it again has not met the standard.

It is also acceptable for certain standards, for example standards dealing with content knowledge, to be assessed during a certain limited time period, as in a certain unit of study. Such standards do not need to be re-assessed later in the semester or course.

To meet a course standard, every component of the standard should be demonstrated at some point. This may not all happen with same assessment; it may happen over time. Teachers must be deliberate and clear in identifying the core, required components of a course standard.

Students must have multiple opportunities to meet a standard. What does this mean?

The goal is for teachers to determine students' grades reliably-- based on a "body of evidence" rather than a single summative assessment. Teachers must provide at least two opportunities (via two summative

assessments) for students to meet a course standard before assigning a 1 or 2 for the standard as a final trimester grade. Ideally, the summative assessments will vary in type, so students can show what they know in different ways.

Teachers may provide more than two opportunities to meet a course standard.

Revising a summative assessment that originally received 1 or a 2 can count as a second opportunity to demonstrate a standard. In some circumstances, the assessment may require modifications for the second opportunity to be a true assessment of the standard. It is left to the teacher's discretion to determine if modifications are necessary. Under these circumstances, the student would have had two opportunities to demonstrate the standard and would have to successfully demonstrate the standard once.

Providing two completely different assessments on the same course standard would also provide students with the multiple opportunities necessary.

Should a student get a second chance even if they don't make an attempt to demonstrate the standard at the first opportunity?

Yes. Each student must have at least two opportunities to demonstrate a course standard. Teachers may impose a time limit (e.g.: one day, two weeks) to address when the second opportunity must be completed, or may identify the midterm or final assessment as the second opportunity. They may also require that students complete related homework or formative assessments before their second opportunity.

What if there isn't enough time to give students two opportunities to meet a standard? Or enough time to grade submitted work before grade reports are due?

If there is not enough time in the course to provide for two opportunities to meet a standard, students should not be held accountable for successful demonstration of the standard. In this case, teachers should review the course standards to determine if they are reasonable, and revise them if they are not.

If a course standard has not been sufficiently addressed, and it is the end of a marking period, it is not necessary to include the course standard on a grade report.

If work has not been graded, it should only be included on a grade report for the purposes of notifying students and parents about missing work. Teachers should not issue a grade for work submitted but not yet graded.

It is OK to assess different parts of the same standard in different trimesters – and you may not choose to report out on that standard until the entire standard has been assessed.

It is also OK to assess the same standard in different trimesters – but to gradually raise the bar about what it means to “meet” that standard as the trimesters and course progresses. What it takes to meet the Biology scientific inquiry standard, for instance, may be much more demanding in trimester 3 than trimester 1.

What does it mean to pass a course at CBHS?

In order to pass a course, a student must meet each and every course standard at at least the “meets the standard” (3) level. This does NOT mean that a student has to pass each and every assessment. It does mean that a student has to pass at least one summative assessment (and sometimes more) of each and every course standard.

Must a student have the opportunity to “exceed” in every course, each trimester?

YES. A student must have multiple opportunities to exceed the standards in each course, each trimester. This may be accomplished through rubrics for complex summative assessments that define what an exceeds product or performance would look like and/or additional or replacement tasks defined as “exceeds” work.

II. Standards-Based Assessments

In a more pure standards-based system, we would issue only evaluations on students’ achievements of each individual standard, instead of combining evaluations of work on diverse and numerous standards or components into a single grade. However, overall course grades are an expectation of parents, students and colleges – as well as a necessity for concise transcripts.

Can I use A, B, C or 1-100 grades on assignments and then convert these to 1-4?

No. This approach may be confusing to parents and students (and other teachers)! It is also not compatible with standards-based grading. At each reporting period, the acceptable grades to give students must include the entire range: 1,2,2+, 3,3.25, 3.5, 3.75 and 4. For an individual assessment, and depending on the nature of the assessment and standards, a teacher may opt to employ a more limited range of grades (eg: 1,2,3,4).

Do assessments have to have one grade?

It depends on the number of standard(s) being assessed. If an assessment addresses a single standard, then it should have one summary grade. However, if an assessment addresses multiple standards, students should receive a grade for each standard assessed and this should be indicated on the rubric.

What forms of assessment are valid?

To get reliable information about what students can do, it’s important to match the type of learning target (knowledge, skill, reasoning) to the method of assessment. See the “Target-Assessment Method Match” chart in the EL Commons Document Library—Assessment Section.

Can standards or components of a rubric be weighted? If so, how?

While each course standard should be important in determining a student’s overall grade – each identifies *essential* knowledge and skills after all – it is possible to imagine scenarios when it might be appropriate to “weight” standards when determining an overall grade for a course

It might also be possible to “weight” components of a standard when determining a summary grade for the standard. As experts in their field, teachers may determine that particular components are more or less significant in achieving full understanding of a course standard.

In either case, it is important that the method for “weighting” be made clear and transparent to students (from the outset when possible), in such a way that students could derive their own overall course grade or summary grade for a standard.

Must all components at a certain level on a rubric be met in order for a student to qualify for that level?

All components at the “meets” level should be met to qualify for this level. All components at the “exceeds” level should be met to qualify for this level. If appropriate, teachers may use grades of 3.25-3.75 for work that meets some, but not all of the criteria for “exceeds.”

Can a student’s grade be limited to a “3” when s/he is re-taking or making up an assessment?

Yes, under certain conditions. When an assessment is “retaken” or “made up,” a student’s grade may be limited to a “3” if: timeliness is integral to the assessment (e.g.: classroom presentation or group project)

AND the consequences for the timeliness are made clear to the students ahead of time through a rubric or product descriptor.

Can a student with a passing grade redo an assignment to try for a higher grade?

For major assessments and when feasible, any student who has earned a passing grade on the assessment may have up to two weeks to revise or retake the assignment to try to earn a higher grade. Teachers have the discretion to make the redo period shorter than two weeks as they deem appropriate; it should be equivalent to the general incomplete period.

III. Role of Homework

What is the role of homework in determining students' grades for a course or assessment?

A student cannot receive a 1 or a 2 if they have met all of the course standards but failed to complete a certain amount of homework assignments.

Completed "practice" homework (which is not the same as work done outside of class for summative assessments) may be used as a factor to determine whether a student deserves an 1 or 2 on a particular summative assessment. For example, a student who does not do the homework and does not meet the standards of a given assessment may be given an 1 on the assessment because s/he did not "demonstrate a substantial attempt to meet the standards of a given assessment." On the other hand, a student who completes the homework and does not meet the standards could receive a 2 or 2+.

It is permissible to allow students who complete homework more than two opportunities to complete a standard, while not permitting this opportunity for those who do not complete homework.

IV. Does Not Meet and Approaches

What is the shorthand for the difference between a 1, 2, 2+ and I?

Weak Effort and Gets Less than ½ of It= 1

Decent Effort and/or Gets at Least ½ of It =2

Decent Effort and Gets Most All of It – or Will Get It Soon =2+

Quality Effort and Does Not Yet Get it= Incomplete

How can a student who receives a 1 make up the standard?

A student may only have the opportunity to make the standards up through completion of a future assessment that assesses the same standard(s). If the student has already exhausted their attempts to meet a course standard, s/he may only be able to make it up through a remediation intensive, mid season school (perhaps) through summer school, or through repeating the trimester.

How does a student who receives a 2 make up the standard?

After receiving the graded summative assessment, a student may have up to an additional two school weeks to receive extra help, re-teaching, or conferencing. Teachers have the discretion to make the make up period shorter than two weeks as they deem appropriate. They may also require that students complete certain practice work (eg: homework) before a second attempt. They may also require that a student try to meet the standard through a different summative assessment of the same standard.

Can a student have more than two weeks to make up a 2 or 2+?

Yes. Teachers may choose to renew and extend the make up period (beyond two weeks) for a student when they feel that a student deserves additional time because of quality effort (a HOW of 3 or higher) and/or adequate progress towards meeting the standard(s) in question. In such circumstances, teachers should create an contract between the student and the teacher.

When is an “Incomplete” given?

A student with a HOW of “3” can not “fail.” 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, typically two weeks, to meet remaining standards. As long as the student maintains a HOW of 3 in the remedial work, the Incomplete grade remains. If the HOW of 3 does not continue, the grade may revert to a “2” or “2+.”

How do standards met after the end of a trimester impact a student's transcript?

A student may have a “2” or “2+” at the end of a trimester turn into a “3” or higher at a later date because:

- 1) The standard may be recursive and revisited in a later trimester.
- 2) The standard may be completed during “CBHS mud season school” or CBHS summer school (which costs money).

In either case, the grade would be changed to a 3* -- and the asterisk would be translated on the transcript as follows: “A student met course standards, but not in the typical time frame due to inadequate Habits of Work.”

V: Determining Grades

Given that there will always be some subjectivity and variability in teacher grading and assessment, we will strive to be consistent and transparent with our grading practices.

At the end of a grading period, how do you determine an overall grade for a particular standard?

Given your assessment data—the “body of evidence” students have built-- consider,; what is an accurate reflection of the student's level of understanding of this standard at this moment in time? *What is the highest level of proficiency reliably demonstrated?*

Factor to Consider:

- a) Trends: If this standard is based in understanding content or developing a skill, what is the trend in the student data? What is the student's understanding of this standard NOW?
- b) Summative Assessments: How did the student perform on any major or summative assessments? Are there any “must-pass” assessments in order to meet a particular standard?
- c) Overall Patterns: If this is a recursive standard that is developing a habit, what has been the overall pattern of the student's performance? In these cases, consider the mean, median and mode as appropriate.

Once you have determined grades for each standard, how do you determine an overall grade?**Consider: What is the highest level of proficiency reliably demonstrated?**

If there is a “2” for any course standard, then the overall grade should be no higher than a “2.”

If the student has earned at least a “3” on each course standard, consider the weight each standard should have towards determining the overall grade.

Use your weighting system to calculate an overall grade. Round up or down to 3, 3.25, 3.5, 3.75 or 4.

GRADE ENTRY REMINDERS:

With overall course grades of 3.75 or 4, you must enter an “H” to indicate Honors level work.

HOW grades use the full spectrum 1 to 4 grades– but there is no “H” as a HOW grade.
Possible overall grades for Crew are 1, 2, 2+ and P.

Strive to be transparent with students about how...

Assessments and learning targets connect to standards.

A grade for a particular standard is/will be determined.

An overall grade at the end of the grading period is determined.

If possible, have students manage and keep track of their assessment data (or view it through Infinite Campus) in an ongoing way.

PART THREE: ADDITIONAL GRADING POLICIES

Late Work Policy

- Late work will not be accepted for daily formative assessments* such as DYRT quizzes or journal entries (excused absences exempted). Students will receive a HOW grade of “1” in Infinite Campus.
- 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).
- Late work will not be accepted for summative assessments**. However, a student can request to make up the summative assessment by turning in a “Request for Extension Form”.
 - a) The Extension Request Form must 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 1 extension form per course per trimester, subject to teacher approval.
- 4. This form may only be used ONCE per class each trimester and NEVER for an expedition culmination (for example: the naturalization ceremony, the “In the Black” symposium, Final Word)
- 5. Students who fail to meet the extension deadline or who miss more than one summative assessment per trimester must attend mud/summer school to make up the standard associated with the missed assessment, if eligible.***

***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*.

***** 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.

Reporting System

1. Half Way through the Trimester: *Progress Report*

Each student receives a progress report that includes an overall grade and information on upcoming major assessments. If the student's overall grade is 1 or 2, then students will also receive a HOW update, indicating what they need to do in order to be meeting the standards.

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 have mailed home a simple 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.

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:

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. Any student who completes 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.

Foundation and Intermediate ELL Students and Course Credit

ELL Staff and/or the Multi-lingual Evaluation Team (MET) will meet to determine if a student should be considered at the Intermediate and/or Foundational Level. The Foundation and Intermediate designation will be reviewed at least annually by ELL staff, but a staff member can initiate a review of this at any time.

ELL staff and/or the MET team will review the student's ACCESS scores, reading level, previous education and current academic performance and determine if:

- The student has the language proficiency and content background necessary to be expected to meet course standards in the grade level humanities, math and/or science courses. An ACCESS level score of 4 or higher would be typical for such a student...OR...
- The student DOES NOT have the language proficiency and content background necessary to be reasonably expected to meet course standards in the grade level humanities, math and/or science. An ACCESS level score in the 3 range would be typical for such a student. This student's achievement might be expected to be in the Grades 5-8 range. This student would be considered at the INTERMEDIATE LEVEL and eligible for SUBJECT MATTER ELL CREDIT in the subject matter for which they qualify. A "y" on a student's report card and transcript would indicate that a "Student has met course content standards at the 'Intermediate' English language learner level."....OR...
- The student DOES NOT have the language proficiency and content background necessary to be reasonably expected to meet course standards in the grade level humanities, math and/or science. An ACCESS level score in the 1-2 range would be typical for such a student. This student's achievement might be expected to be in the Grades K-4 range. This student would be considered at the FOUNDATIONAL LEVEL and eligible for ELECTIVE CREDIT for the subject matter for which they qualify. A "z" on a student's report card and transcript would indicate that a "Student has met course content standards at the 'Foundational' English language learner level."

In Humanities, math and science courses, in order to earn subject matter ELL credit, an **Intermediate student** would have to make reasonable progress towards demonstrating the skills and knowledge of the course, given an expected output of work at the Grades 5-8 level. This would typically mean a Habits of Work grade of "3" and a overall course grade of "2" is assessed on grade level standards.

In Humanities, math and science courses, in order to earn elective ELL credit, a **Foundational Student** would have to make reasonable progress towards demonstrating the skills and knowledge of the course, given an expected output of work at the Grades K-4 level. This would typically also mean a Habits of Work grade of "3".

Instructional Guidelines for Teachers of Intermediate and Foundational Students

As appropriate and feasible, teachers of Intermediate and Foundational students would have the option to employ a range of strategies to help them be successful, including accommodations noted (eg; extended testing time and oral testing). Teachers of these students may also differentiate texts, assignments and assessments as appropriate and feasible so that class material is at a "can do" level. Ideally, there will be some significant work each trimester that Foundational and Intermediate students will be able to do independently. There may also be significant work (eg; expedition culminating assessments) which Foundational and Intermediate students receive substantial extra coaching and support (eg; from Alison and Mark) so that they can meaningfully participate.

Accommodated Standards for Students With IEP's

Context:

In most high schools, students with IEP's often do not take courses which have the same rigor or academic expectations as students who are on a "college preparatory" track. Indeed, high school graduation is currently tied to "credits" not academic standards in Maine – though there has been consistent talk of this shifting in Maine.

At Casco Bay, all of our core classes are college preparatory, and for some students with IEP's the cognitive demands of our academic standards may sometimes be beyond what the student is capable of achieving, even with reasonable and extensive accommodations. In these cases, (and only in these cases) course standard performance levels may be accommodated in accordance with the IEP.

If all reasonable accommodations do not allow students to meet standards, accommodated performance is permissible per IEP.

Policy

If a student has an IEP, acceptable performance levels for course standards may be accommodated if (and only if) the performance level expected for the standard is beyond what the student is reasonably capable of – as indicated by the student's IEP and current level of performance – even with other fully implemented accommodations.

Once determined by an IEP team, the regular education teacher, in consultation with the case manager, will determine which standards within a course may need to be modified and to what extent. If a student meets a majority of course standards through accommodated performance at the intermediate level (grades 5-8) s/he will receive a Y next to their grade that will be appear on the final transcript defined in the key as accommodated performance.

Please note that a student in this situation must still meet each and every course standard to earn course credit, but at a performance level that is appropriate given their IEP, their current level of achievement and expectations for reasonable progress.

PART FOUR: APPENDIX

Course Standard Guidelines*

Course Standards: The essential things that all students must know or be able to do in a course. Course standards:

- make connections among separate concepts or skills;
- require high cognitive levels and dynamic student involvement;
- direct assessment and instruction; and
- are informed by the Maine Learning Results

Some Guidelines for Constructing Course Standards

4. Typically, each yearlong course should have 10-15 course standards.
5. Use a positive statement that tells what the students themselves will do.
6. Use verbs that describe specific, **measurable** action and require higher-level thinking. (Think Bloom's Taxonomy.)
7. Describe the ultimate big-picture goal for a unit of study.
8. Make connections among separate concepts or skills.
9. Provide direction for a summative assessment.
10. Align with Maine State Learning Results. Standards may or may not use language directly from the MSLR.

11. Ideally, standards are written in a language that is accessible to students and parents. (If not, you may want to create student-friendly versions of your course standards together with your classes.)

ANTI-EXAMPLES (Not a course standard under the definition above):

- | | |
|--|--|
| <p style="text-align: center;"><i>World Language</i></p> <ul style="list-style-type: none">• Exchange greetings and farewells. <p style="text-align: center;"><i>Science</i></p> | <ul style="list-style-type: none">• Identify physical adaptations. <p style="text-align: center;"><i>Math</i></p> <ul style="list-style-type: none">• Use measurement tools and units appropriately. |
|--|--|

EXAMPLES:

Math

- Students will interpret information from graphical and numerical displays and summaries.
- Students will apply appropriate statistical models and tests to analyze and infer information from data.

Science

- Students will design and defend an original animal whose physical adaptations, food-gathering techniques, and escape techniques help it survive in a given habitat.

World Language

- Students will exchange essential information such as greetings, farewells, and common classroom necessities and role-play everyday person-to-person interactions using culturally appropriate gestures and oral expressions.
- Students will identify different French foods and beverages, and demonstrate the necessary skills to order a meal and shop in a grocery store.

Humanities

- Students will write an effective full-length essay that demonstrates the ability to: create a solid introduction with a clear, complex thesis; organize information into distinct paragraphs and a logical order; fully analyze a work of fiction or poetry; back up a thesis with in-depth discussion, textual examples; and ties to other works of fiction and criticism as appropriate.
- Students will write a concise timed essay that analyzes one or more elements of fiction or poetry effectively.

Arts

- Students will create a finished work of art that realistically and symbolically presents the artist's visual answer to "Who am I?"
- Students will critique peer work and reflect on the process and meaning of their work

* Adapted from Poland Regional High School

Faculty Guidelines for CBHS Exceeds Work

Why Do We Need to offer Exceeds Work?

Exceeds work is one important tool of differentiation to make sure that every student is challenged and learning. Exceeds work recognizes that students learn at different rates and that, depending on the task, students have different levels of background knowledge and motivation.

What is Exceeds Work?

Exceeds work should fundamentally fulfill all of the criteria and standards to “meet” with a given assignment. In addition, Exceeds work often involves the higher level thinking skills described in the Exceeds part of the “making meaning” rubric. For major assessments, the end product or performance should be high quality, polished work. The following rubric language would be common in describing exceeds work:

Sophisticated	thorough	compelling
Highly developed	complex	deep
Creative	personal connection	mastery
Original analysis, inquiry, research	richly detailed	independent
Or application	diverse evidence	polished

Completing Exceeds work does NOT mean just completing more work or “extra” work – although it may involve more work. The nature and quality of the work should be distinct. Exceeds work may be embedded in an assignment, or it may be a separate task that is related but more challenging and/or sophisticated than what is required of all students. Exceeds work may involve a more open-ended question or a student designed question. It may explore certain aspects of the class’s unit of study in greater depth or breadth. It may involve higher literacy skills, but unless these are skills being assessed, it should not always be based on strong literacy skills.

When should Exceeds Work be offered?

- Students will have the opportunity to complete work that exceeds the Standards in each course, each trimester.
- There may not be an exceeds option for every assignment, but there should be the opportunity to Exceed the Standard with every major assignment.
- If a student has demonstrated mastery of a standard without the practice that other students may require, Exceeds work should be offered as a replacement for the additional practice that others students will do.

Who May Opt To Do Exceeds Work?

- Any student with any assignment that has an exceeds option.
- Students with a strong interest or skill related to a particular assignment, should be strongly encouraged to take on an exceeds option.
- A pre-assessment can be a useful tool to determine who is ready for exceeds work (and for potentially skipping some “meets” work).
- Exceeds work should have the flexibility to allow for students who suddenly catch fire to get involved.

What support should be Given For Exceeds Work?

- 1) Teachers should make expectations for Exceeds work transparent and explicit.
- 2) Exceeds work may require a student to work more independently; however, for major, summative assessments, students doing exceeds work should expect to receive explicit instruction

and direct support from their teacher(s). This may happen through re-grouping and mini-lessons in class or special meetings during academic support or Block 7.

Grading Symbol Definitions

I= Incomplete

A student has not yet fully met course standards, but s/he will be given more time to do so without penalty because the student has demonstrated sufficient Habits of Work – or because of excused absences.

At the end of a trimester, a **2+** means a student has either met all 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. This grade does not earn course credit, but indicates that such credit is quite possible.

*= A student met course standards, but not in the typical time frame due to inadequate Habits of Work

Y=Intermediate Level of Course Standards

- approx GLE 6th-8th grades
- earns content credit
- possible for some ELL students in consult with Mark and Eric
- status may change (or not) from trimester to trimester
- possible for few IEP students in consult with Kevin and Bill, if still necessary after implementing all other IEP approved accommodations

Z= Foundational Level of Course Standards

- approx. GLE 3-5th grade
- earns elective credit, **NOT** content credit
- possible for some ELL students in consult with Mark and Eric
- status may change (or not) from trimester to trimester
- possible for few IEP students in consult with Kevin and Bill, if still necessary after implementing all other IEP approved accommodations.

Revised March 2012

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