

**Leavitt Area High School
Standards Based Learning Guide
2016-17**



Introduction

Leavitt Area High School is committed to the academic growth of all students. A key component of meeting this commitment is the accurate communication of student learning. The State of Maine has outlined expectations for what students should know, understand, and be able to do. These expectations or standards are outlined in the Maine Learning Results, Common Core State Standards and Next Generation Science Standards. Starting with the graduating class of 2018, students will need to demonstrate proficiency in these standards and will be assessed using a standards-based grading system.

Standards-based grading focuses on measuring students' proficiency on a specific set of content standards or skill standards. These content or skill standards are shared with students at the outset of a course or unit of study, along with a grading scale or rubric, that explains these essential standards in detail. A student's progress toward proficiency is tracked by their performance on specific performance indicators that align to the standards. This encourages student ownership of the learning and allows the teacher to provide accurate feedback to the student. The goal of a standards-based approach is to assess and report out on student progress in relation to a specific standard. Therefore, students are provided with the important information needed to help them be more successful in their education.

Using standards-based grading also provides an avenue so that students receive feedback on their learning. A student will receive a score of: Exceeds (4), Meets (3), Partially Meets (2), or Does Not Meet (1) on individual assessments in each course. Standards-based grading provides opportunities to practice essential skills and be assessed and potentially re-assessed on performance indicators and standards. After each assessment students will be provided with specific feedback regarding their level of proficiency. This feedback and potential reteaching can be used by students who wish to complete a reassessment to demonstrate that they have reached the desired outcome(s). A student's course scores are based solely on his/her academic achievement. A student's effort, attitude and work habits are scored and reported separately. This ensures course scores reflect the student's proficiency in the course's required standards.

Summary Information

- Classes offered at LAHS will have varying numbers of standards, depending on the subject and class, that have to be achieved by each student.
- To earn credit in a course students must have a combined average of 2.6 in all standards for that course.
- Each standard will involve multiple opportunities for practice, and include formative and summative assessments.

- Formative assessments demonstrate the student's progress in mastering content and skills during the course of instruction. Formative assessments may include practice, quizzes, and inquiry activities.
- Summative assessments demonstrate the student's knowledge of a subject after instruction. Summative assessments may include quizzes, tests, projects, papers, and demonstrations.
- Students who do not meet the standard or who want to improve their score on a specific assessment must complete the Reassessment Process which includes the following:
 - o The student completes a reassessment request form within one week of the assessment's score being entered into PowerSchool. This may be initiated by the teacher.
 - o In conjunction with the teacher, the student develops a plan and timeline to complete the work necessary to prepare for reassessment.
 - o This provides the agreed upon evidence of preparation for the reassessment.
 - o The student schedules a time with the teacher for the reassessment.
 - o Completion of the reassessment within a reasonable time frame, e.g. within 10 school days of the original assessment.
- The reassessment score will replace the score of the original assessment.
- Reassessments may be in a different format from the original assessment at the discretion of the teacher.
- Reassessing standards may happen in class, after school, extended HPT, study hall, or at another time agreed upon by the student and teacher.
- Midterm and Final exams will serve as a final opportunity for a student to be assessed on course standards and are not eligible for reassessment.

Common Language

Proficiency Based Diploma & Alternate Pathways: [Policy IKF & IKFA-R](#)

Credit: Will be awarded for a course when a student has demonstrated the minimum proficiency level for that course. Students must have a combined average of 2.6 on all course standards.

Standard: A concise, written description of what students are expected to know and are able to demonstrate during a specific course.

Proficient: The degree of competency to demonstrate a standard.

Performance Indicator: Describes concrete actions the student should be able to perform as a result of learning. *Eg. The student will be able to ...*

Practice: Assignments and activities students complete when learning is new and ongoing. Work may be completed during or outside of class.

Formative Assessment: A formal or informal process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning in order to improve student proficiency.

Summative Assessment: A tool used to evaluate student learning at a point in time when the instruction for performance indicators on that topic are complete.

Score/Course Score: A numerical representation of achievement of course standards.

Scoring Levels: 4-Exceeds the Standard, 3-Meets the Standard, 2-Partially Meets the Standard, 1 Does not Meet the Standard. These scores represent a learning continuum and do not equate to a traditional grade point average.

Habits of Work Rubric: A common school rubric used in each class four times per quarter to assess Assignment Completion, Responsibility, Time Management, and Respect. Scores are not used in the calculation of an individual course grade but are recorded to document a student's proficiency in the appropriate Guiding Principles of the Maine Learning Results. The standards of the Guiding Principles are important to help ensure success as a student and future successes in educational, career, and personal pursuits.

Reassessment: Students wishing to improve their score on a specific assessment, will have the opportunity to be reassessed after completing the Reassessment Agreement.

Reassessment Agreement: A form that will be completed by a student with teacher input indicating the student's intent to retake an assessment.

Gradebook Codes:

	0	A zero with no other markers is an assignment that cannot be made up. A comment will accompany this zero.
	Collected	An assignment that has been collected by the teacher and grading is in process.
INC	Incomplete	An assignment that has been assessed/recorded by a teacher but has not been attempted, completed, and/or turned in; unless this is a practice assignment, a 0 will automatically be factored into the course score. Teachers may enter details in the <i>comment</i> section for the assignment for further explanation at their discretion.
	Late	An assignment <i>that has been turned in</i> by a student but is past the deadline.
LND	Level Not Determined	Is used when there is not enough information to include a score for a particular standard or performance indicator. For example: A student is absent right at the end of a quarter. Or, instructionally a new standard has started at the end of a quarter and there is not enough available information to include the assessment in the quarter score.
	Practice	Assignment is not included in final course score; this is practice work.
	Exempt	Student is not required to complete the assignment

Honor Roll

Utilizing the overall course scores on the 1-4 scale will allow for determining honor roll at the end of each quarter and an overall GPA at the end of each year. In order for a student to earn "Honors", he/she will need to have an overall score of 3.0 having no courses with a score lower than 2.6. For a student to earn "High Honors", he/she will need to earn an overall score of 3.6 with no course with a score lower than 3.0.

PowerSchool

Powerschool is one of our more important tools for communicating student progress with parents. If you do not currently have access, you can go to ps.msad52.org/public/ to create an account. It will allow you to view the information for one or more students with a single sign in. Parents will need their student ID and password in order to link the accounts. Contact Jason Breton jason.breton@msad52.org if you need assistance.

Practice Work

Practice is the learning experience that allows students to reinforce the concepts learned in class. Practice may be completed during class time or outside of class depending on the course and/or teacher. If a student chooses not to complete practice work, he/she will miss out on a crucial part of his/her learning. It is important for students to understand that their teacher is evaluating their performance on learning tasks including practice, each day. Using this information, teachers will determine the student's mastery of a specific skill or content and adjust instruction accordingly. While practice is not factored directly into students overall course score, it does affect their success on content assessments. Completion of practice assignments will be measured using the habits of work rubric and will be recorded in PowerSchool.

Graduation Requirements

For further information see [MSAD #52 Graduation Requirements IKE](#)

Maine Learning Results: Guiding Principles

For further information see [Maine Learning Results: Guiding Principles](#)

Alternative Methods of Earning Credit

All alternative methods must be approved by a guidance counselor in order to count towards graduation.

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and/or field work
- Community service
- Exchange programs
- Independent study
- Adult Education

For further information see [Awarding of MSAD #52 Diploma IFKA](#)

What does a 1, 2, 3, 4 mean?

The scores on the scale represent a learning continuum and should not be equated to a traditional grade point average. Each of the levels builds on the others and explains the learning students have to demonstrate in order to earn a score. Students must demonstrate proficiency as they move up the scale. For example a student may not earn a 3 until they demonstrate proficiency of the level 2 concepts or skills.

The scale designations are as follows:

4 – The student demonstrates an in-depth understanding of the material by completing advanced applications of the material.

3.5 – In addition to a 3.0 score, the student demonstrates partial knowledge of 4.0 elements.

3 – The student demonstrates proficiency on the complex, targeted knowledge and skills for the class.

2.5 – In addition to a 2.0 score, the student demonstrates partial knowledge of 3.0 elements.

2 – The student understands the foundational material, but is still working to master application of the concepts and skills

1 – The student is able to demonstrate an understanding of all of the foundational material with support

Standards

Each yearlong course will typically have no more than 10 standards. Each standard should be summatively assessed at least twice.

Scores for Standards

Every assessment will be aligned with one or more standards. A rubric or scoring guide will be used to evaluate a student's performance on the assessment and a score from 1-4 will be assigned to the assessment or to each part of an assessment if an assessment evaluates more than one standard. The weighted average of all assessments within a standard will result in an overall score for that standard. In calculating the weighted average for a standard, more recent assessments will carry more weight.

	Practice Assessments	Formative Assessments	Summative Assessments	Midterms & Finals
Type of Assessment	Activities within a unit designed for students to learn or practice the material. These activities may occur during class or outside of class.	Assessments within a unit to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.	Assessments used to evaluate student's learning. Many of these assessments will be common to all teachers of that course and used for data analysis in PLC's.	Teachers will assign a grade for each standard evaluated on the exam, and this grade will be included as an additional assessment for the particular standard. Scores earned for Midterms/Finals can not be reassessed.

Overall Course Scores

Overall course scores will be calculated by averaging the scores of all course standards. In order to earn credit in a course, a student's overall course score must be at least a 2.6.

Reassessments

Students are allowed to be reassessed. This does not necessarily mean that a student can simply retake a test or take a similar test. For example, the original assessment might be a test while the reassessment might be a project. The student must complete and submit a Request for Reassessment Form to his/her teacher (see attached Request for Reassessment Form) and the teacher will determine an appropriate format for the reassessment. The Request for Reassessment form should be completed by the student within one week from the day the grade for the original assessment appeared in Powerschool. The target date for completion will be communicated at the bottom of the Request for Reassessment Form.

Formative Assessments: Students will have two opportunities to be reassessed on formative assessments. When a student is reassessed, the new score will replace the original score and a comment included in PowerSchool to note that the student has been reassessed.

Summative Assessments: Students will have one opportunity to be reassessed on a summative assessment. When a student is reassessed the new score will replace the original score and a comment included in PowerSchool to note the student has been reassessed.

Late or incomplete assessments

The policy on late work is as follows:

- Completed work is expected to be passed in on the date that it is due. Work that is still missing one class period beyond the original due date will be marked as incomplete (INC) and an INC will be entered for each standard associated with the assignment. The INC will factor in as a zero in the PowerSchool.
- Students who have INC will automatically be assigned detention on the Friday of the following week.
- The late work must be handed in, either to the teacher or the Friday detention monitor before the end of the Friday detention period.
- Incomplete work that is not handed in prior to the end of the Friday detention period will not be accepted and will remain a zero. Students may need to attend summer school to correct the score.
- Late work that is handed in will count as the reassessment and no other reassessment opportunity will be provided.

Work Habits & Behavior

Habits of Work will be evaluated using a school-wide rubric in each class four times per quarter (every two weeks) according to predetermined dates. These scores will be reported out at mid-quarter progress reports and at the end of each quarter. These scores do not affect a student's course grade but **will** affect a student's eligibility for extracurricular activities and credit recovery opportunities such as summer school. These scores will also be used to measure proficiency in the guiding principles.

Guiding Principles

Each student will gather evidence to show they have met the standard in each of the guiding principles from the Maine Learning Results in order to graduate:

- Clear and Effective Communicator
- Self Directed Lifelong Learner
- Creative and Practical Problem Solver
- Responsible and Involved Citizen
- An Integrative and Informed Thinker

Midterms and Finals:

With the exception of AP and college courses, midterms and finals will evaluate a student's proficiency on the content standards from the semester, and the format of the midterm or final may differ depending on the content area. These exams offer students a last opportunity to demonstrate proficiency on a standard. The midterms and finals cannot be retaken and the scores do not replace previous scores. The assignment will be titled with the name "Midterm" or "Final" and the names of the standards assessed.

Co- and Extracurricular Eligibility:

Students in the class of 2017: Each student who participates in any extra/co-curricular activity sponsored by Leavitt Area High School must take a minimum of six classes and may fail no more than one class to be eligible to participate in extra/co-curricular activities. A student who is failing more than one subject, is not passing five full-time subjects at the nine-week mark at the close of the grading period will be ineligible to practice, participate or play in any extra/co-curricular activity for the next grading period.

Beginning with the class of 2018: Each student who participates in any extra/co-curricular activity sponsored by Leavitt Area High School must take a minimum of six classes. Eligibility will be determined using a tiered system. Tier one: Students maintaining course scores of 2.6 or above based on the Year Overall (YO) score in all classes will immediately be considered eligible for the upcoming grading period. Tier two: If the student has a course score(s) below 2.6 but not less than 2.0, the Habits of Work (H.O.W.) score(s) from those courses will be considered. If the H.O.W. score in the course(s) is 2.6 or above, the student will be considered eligible for the upcoming grading period. A student who does not meet the criteria for either tier at the nine-week mark at the close of the grading period will be ineligible to practice, participate or play in any extra/co-curricular activity for the next grading period.

For the first grading period of each school year, eligibility will be determined by the end of course scores from the previous school year. Students must earn a minimum of six credits from the previous school year, before the start of fall activities, in order to be considered eligible. Students who have earned less than the required six credits may recover credit through a credit recovery program offered through Leavitt Area High School. Eligibility for that program will be determined using a tiered system. Tier one: Students who earn a minimum Year Overall (YO) score less than 2.6 but greater than or equal to 2.3 will be eligible for credit recovery. Tier two: If students earn a YO score less than 2.3 but greater than or equal to 2.0, the H.O.W. score in that course(s) will be considered. If the student's overall H.O.W. score in the course(s) is 2.6 or greater, the student will be eligible for credit recovery. The intent of this policy is to ensure that students are earning credits and maintaining a pace to earn the 24 required credits for graduation in four years in order to be eligible for fall activities, while at the same time accommodating this requirement by providing opportunity through credit recovery.

All incoming freshmen will be academically eligible for fall extra/co-curricular activities, provided they are enrolled as a full-time student.

Summer School/Credit Recovery:

Summer school and other credit recovery programs are an extension of the regular academic program and provide students with additional time to earn credits they did not earn during the regular school year. Summer school is scheduled for two weeks, however students may finish earlier. Summer school is not offered for every course each year. Other credit recovery programs are offered during the school year and will vary across the building. Eligibility for summer school and/or a similar credit recovery program is based on a student's end of course scores. Once a student has successfully completed a credit recovery program their transcript will reflect having earned his/her credit for the course. The following tiered system will be used to determine eligibility for summer school and similar credit recovery programs.

Tier One: Students who have earned an end of course score that is less than 2.6 but greater than or equal to 2.3 will be eligible.

Tier Two: If a student has earned an end of course score less than 2.3 but greater than or equal to 2.0, the H.O.W. score in that course(s) will be considered. If the student's H.O.W. score in the course(s) is 2.6 or greater, the student will be eligible.

Intervention

tier 1---extra time/guided practice

Extended HPT and before/after school time is used to keep students on pace with the standards. This time should be used for classroom teachers to help their students with the current content/assessments or with a reassessment plan.

tier 2---standards recovery

When a quarter is complete, if a student needs remediation in a standard they enter a standards recovery program to start the next quarter. Student data is entered into a spreadsheet (monitored by network leaders) and a plan to meet the standard is completed with the teacher. The standard is reassessed with that teacher or with an academic interventionist during extended HPT, after school, or during the school day. Each department will designate teachers to be academic interventionists based on the needs of the students. Students will report to those teachers until the plan for recovery is completed.

tier 3---credit recovery

At the end of a semester or school year students who are failing a course can enter into a credit recovery program. These students are also entered into a spreadsheet (monitored by network leaders) and complete a plan with their teacher. Students revisit the standards that caused them to fail the course with an academic interventionist during school, after school or in summer school.

Extended HPT occurs every Wednesday and Thursday.

- Teachers are to assign students to extended HPT no later than Tuesday morning, prior to HPT.
- During HPT on Tuesday, grades are checked, and extended HPT assignments are finalized and given to students.
- If a student does not have an assignment, it is the HPT teacher's responsibility on Tuesday to find a place for that student to go, even if it means staying with the HPT teacher.
- If a student is staying with his/her HPT teacher, the HPT teacher indicates a study period by putting an (s) next to the student's name.
- At the start of extended HPT, the teacher is to record his/her name and the names of the missing students on a slip of paper and post it outside their door.
- Mondays and Fridays are used for regular HPT activities.