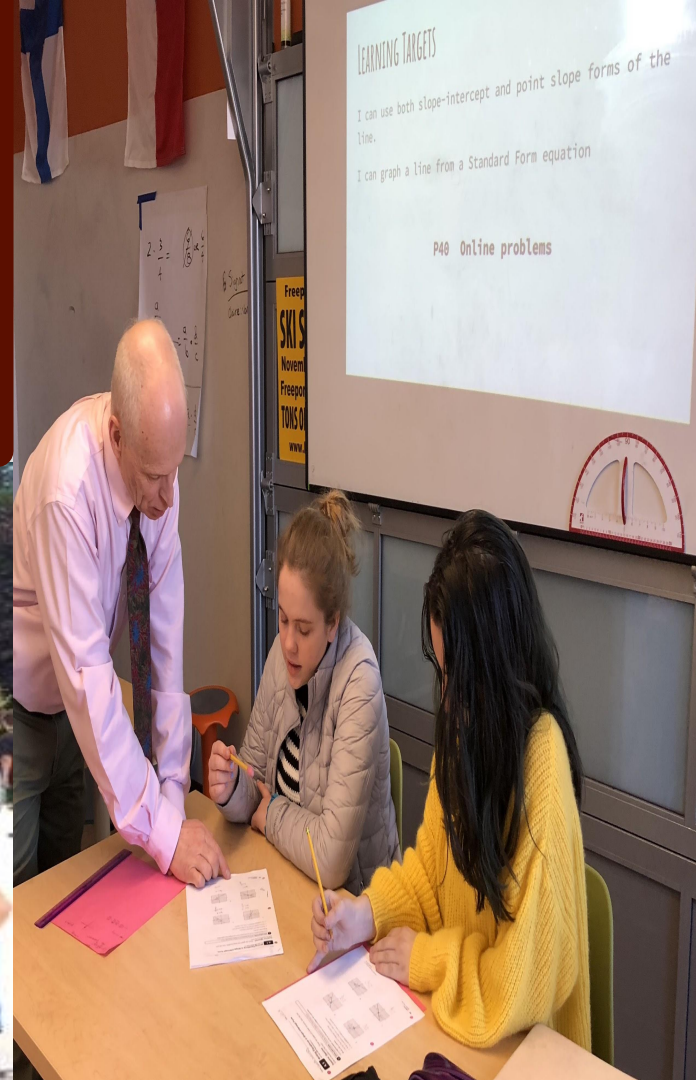


# FHS Grading and Reporting Practices 2018-2019 school year



# Teaching and Learning at FHS!

## Going for the Gold!



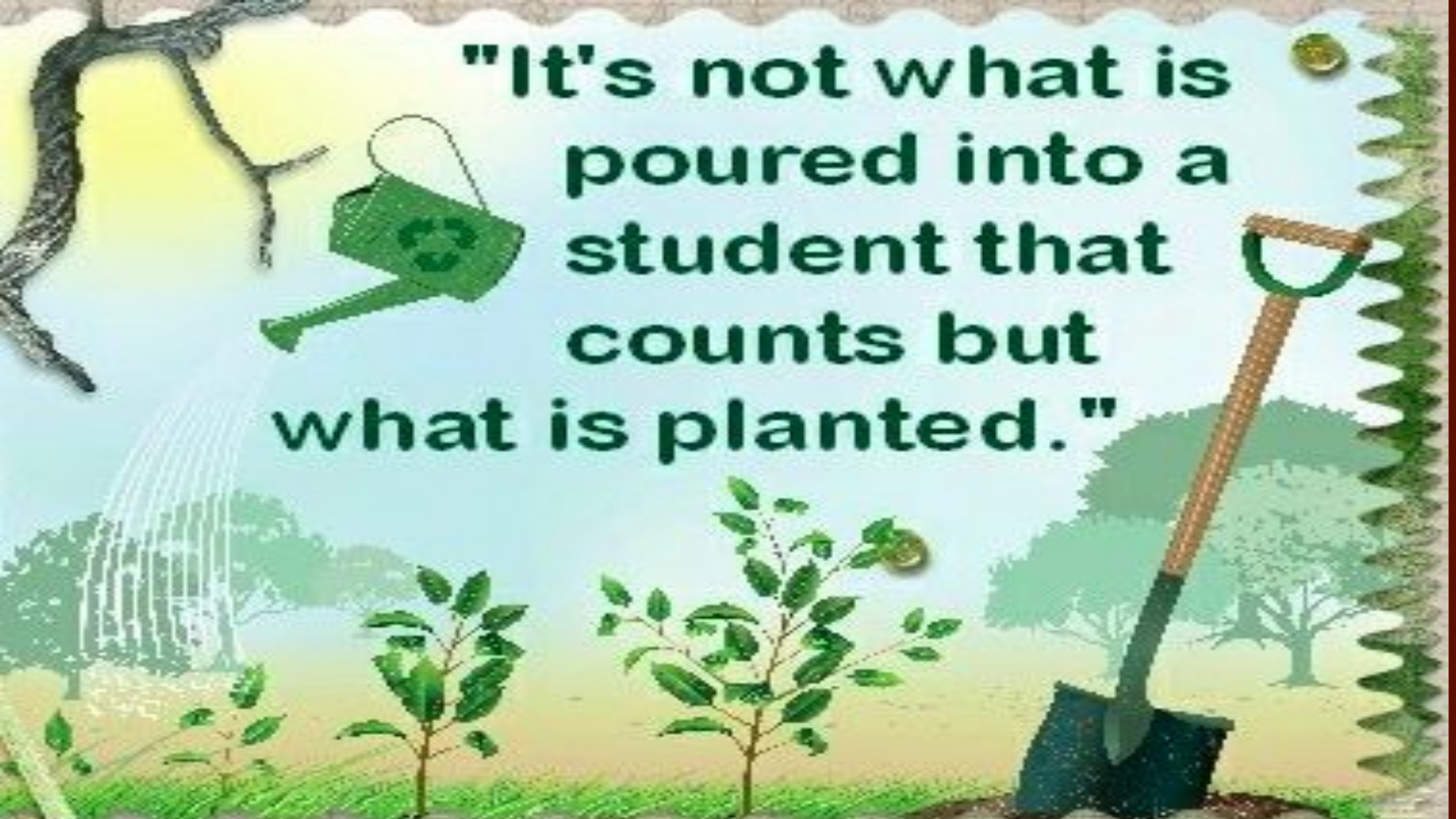
# Statute Update On Proficiency Based Diplomas

All previous requirements  
are now optional.

## **Founded on Best Educational Practices:**

- **Separation of content from Habits of Work**
- **Clearly defined learning goals (standards)**
- **Success criteria (rubrics aligned to standards)**
- **Specific feedback for students to move to next level**
- **Recognition that different students will need varying amounts of time for success**
- **Opportunities for reassessment**



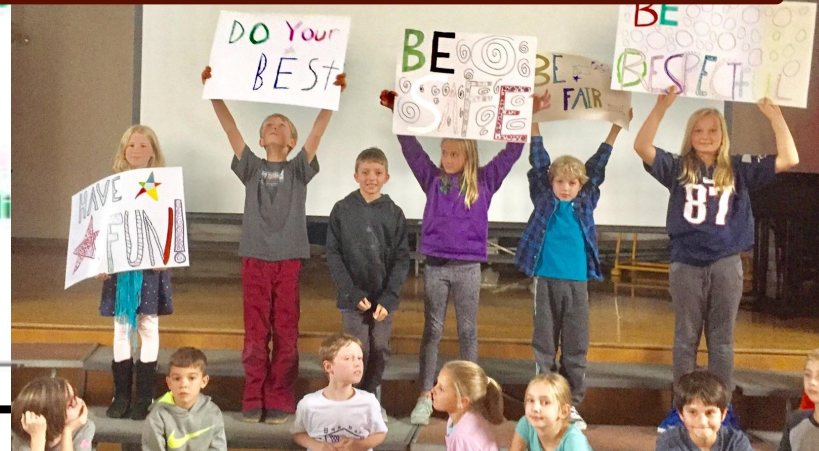


**"It's not what is  
poured into a  
student that  
counts but  
what is planted."**

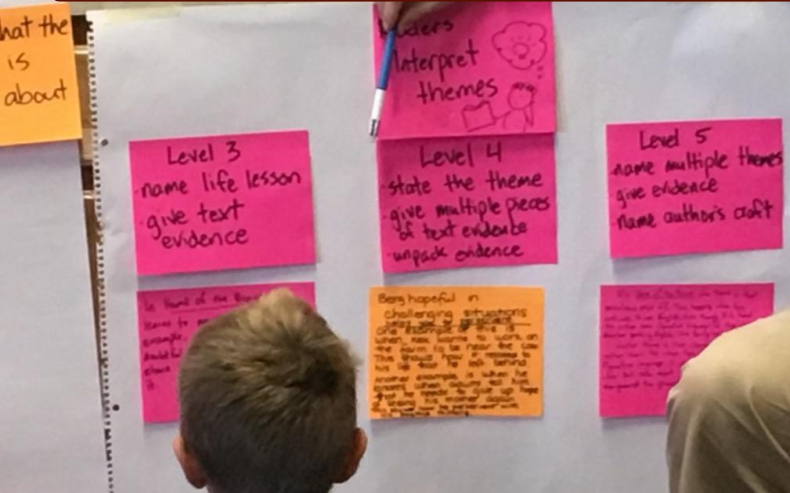
# Success Criteria for writing a Persuasive Argument

What does success look like?

I used persuasive devices such as  
Statistics: 'More than 50%.....'  
Emotive language; strong adjective  
Rhetorical questions: 'Are we to beli



# Where are we relative to success?



dy to see my

r to readers what  
argue.

provided this context and  
decided carefully about what to  
include and how to present the  
information.

My introduction clearly lays out  
my line of argument, making it  
clear that my position is different  
from others.

the introduction later in order  
to heighten the effect of the  
argument as a whole.

My introduction clearly lays  
out my line of argument,  
making it clear that my  
position is different from  
others.





6	7	8	9-10
<b>Structure</b>	<b>Structure</b>	<b>Structure</b>	<b>Structure</b>
I stake a position that can be supported by a variety of sources, each of which leads to a conclusion.	I not only staked a position that can be well-supported by a variety of evidence, I also considered positions on the topic or text that might disagree with my own position. I built to a conclusion which still let readers know that my own position is valid.	I not only presented an argument and laid out different aspects of the argument, I also stayed fair to those who might disagree with me by helping readers understand evidence against my position. I still held to my position and built to a conclusion which reinforces why my position is valid.	I not only presented different aspects of an argument, I also was fair to all positions, showing gaps or limitations of each, including my own. I made it clear how my position was unique, and I built to a conclusion that shows my position as perhaps not perfect.

What are our next steps to get us closer to success?

Not only did I clearly state my claim, I named the reasons that I'll be developing later. I also told my reader how my text will unfold.

I made it clear to readers what my piece will argue.

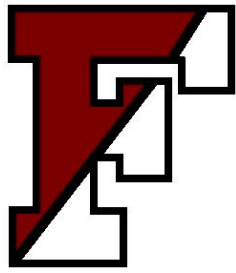
My introduction clearly lays out my line of argument, making it clear that my position is different from others.

My introduction clearly lays out my line of argument, making it clear that my position is different from others.



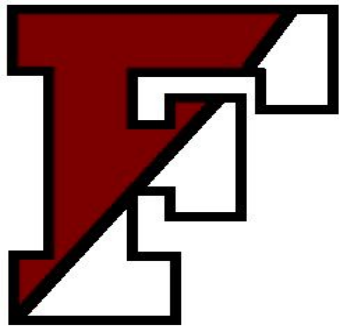
All Students Can Achieve!





# Goals of the presentation

- To share our philosophy about instructional practices and student learning at FHS
- To share our revised grading and reporting practices for FHS students in the Classes of 2021 and beyond
- To answer questions about our grading and reporting practices



# FHS Core Values & Beliefs

## Mission:

Freeport High School is committed to integrity, community, perseverance, and creativity. We celebrate individuality and empower students to achieve their highest personal aspirations in the pursuit of excellence.

## We value:

Integrity

Community

Perseverance

Creativity

## Beliefs about learning: We are...

Learner-centered

Critical thinkers

Effective communicators

Problem solvers





Our goal is to provide students with meaningful learning opportunities that push them to high levels of thinking.

We want students to be well-prepared for the challenges and rigor of college-level work as well as the ever-changing career world.

# Shifts to FHS practices



- Last year (2017-2018)
  - First year of full implementation of proficiency-based grading and reporting
  - Gathered feedback about benefits and challenges to these systems
  - Clear desire for revision of practices to create a system with
    - **Meaningful** feedback for students
    - **Manageable** grade reporting practices for teachers
    - **Understandable** information for parents

# Shifts to FHS practices for 2018-19 and beyond

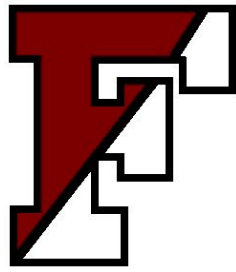
Proficiency-based instructional practices with more traditional grade reporting

- Research-based, best instructional practices for student learning
  - High standards
  - Clear expectations for academic growth and success
  - Frequent feedback on individual progress and growth
  - Opportunities to demonstrate complex thinking skills and knowledge
  - Separating scores for work habits from academic skills and knowledge
- Numerical grade reporting (0-100 scale)



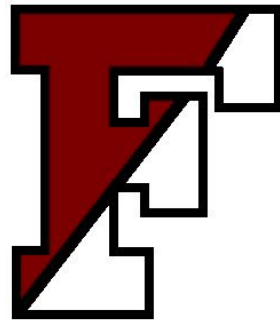


# FHS Teacher Leader teams



- Winter/Spring 2018: feedback from all stakeholders
- Spring 2018: feedback from all PLC teams
- June 2018: 2 day Leadership Team Retreat
- August 1st: document sent to all staff for feedback
- August 27th: Leadership Team and Department Chair team met for feedback and to prepare for sharing with all staff
- August 29th and 30th: shared with all staff for feedback, led by Leadership Team and Department Chair team members

# Grading and Reporting Practices

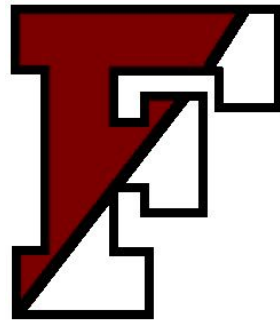


1. All courses will be aligned to state and/or national standards by content area.

2. All departments will use common scoring criteria for assessments that are derived from content area standards. Students have the ability to earn reassessment opportunities for summative assessments.

Examples: [ELA 9 assessment and scoring](#)  
[Algebra 1 scoring and reassessment](#)

# Grading and Reporting Practices



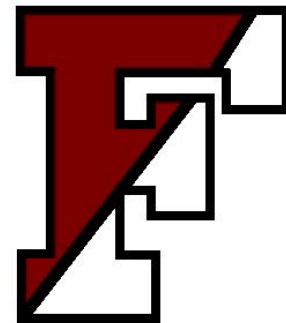
3. Students will earn two grades per course: one overall academic course grade based on content area standards and a separate course grade for Habits of Work.

Example:

ELA 9: Overall ELA 9 Academic score: 87  
Overall ELA 9 Habits of Work score: 90



# Grading and Reporting Practices (cont.)



4. Assessments will be scored on common scoring criteria rubrics using a school-wide scoring range.

Insufficient/  
no evidence

**0 - 59**

Beginning

**60 - 69**

Developing

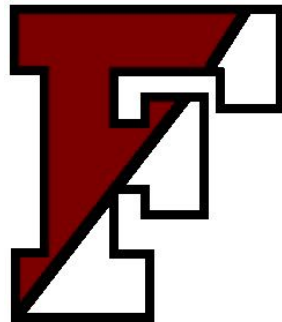
**70 - 82**

Proficient

**83 - 92**

Distinguished

**93 - 100**

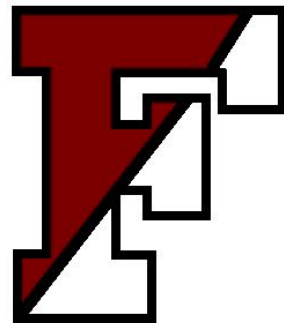


## Grading and Reporting Practices (cont.)

5. Teachers will use a school-wide Habits of Work rubric in each and every course

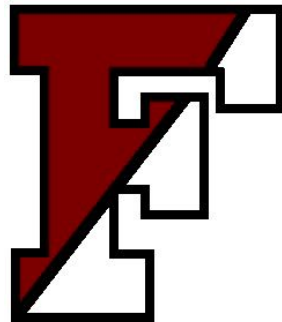
[FHS Habits of Work Rubric 2018-19](#)

## Grading and Reporting Practices (cont.)



6. Overall academic course scores at the end of the year will determine promotion to the next course and the number of FHS credits earned

7. Students will be recognized for excellence in both academic skills and knowledge and habits of work skills.



## Next Steps

- Revising the FHS transcript
  - 0-100 scores
  - Academic score separate from Habits of Work scores
- Revising the FHS School Profile (is reviewed every year)
- Continuous reflection and revision of instructional practices with FHS faculty



A wooden signpost with two directional signs. The top sign is a wooden arrow pointing right with the word 'QUESTIONS' in bold black capital letters. The bottom sign is a wooden arrow pointing left with the word 'ANSWERS' in bold black capital letters. The signpost is made of a weathered wooden pole. The background is a bright blue sky with scattered white clouds.

**QUESTIONS**

**ANSWERS**