

Traditional Assessment & Grading Model	High Quality Learner-Centered Model
Grades are recorded by the type of assessment (i.e. test, quiz, homework)	Learner achievement is recorded by competency.
Assessments are categorized as tests or quizzes.	Assessments fall into one of two categories: formative or summative.
Assessments report an overall grade with little or no details regarding achievement of learning goals.	Assessments provide feedback that is directly tied to a competency statement.
Tests are “terminal” events. Grades do not change and students move on whether or not they understand the material.	Learners are able to relearn and reassess in order to demonstrate mastery of learning goals.
Academic achievement and behavior are combined and reported as one grade.	Academic achievement is reported for each competency and behaviors are reported separately as Personal Competencies.
Grades are calculated by adding up points, which are unique from teacher to teacher.	Competency grades are derived using common practices.
Final course grades are derived quarterly. A final course grade is calculated as an average of those quarterly grades	Teachers provide snapshots throughout the year of learner progress. A learner’s final grade will be reported at the end of the class/course
Tests, quizzes, homework, and projects carry weights and average together to make a final overall grade.	Competency and overall grades are based on learning demonstrated through summative assessments. Teachers use common practices when deriving final grades.

## Glossary of Terms

**Competency Statements** articulate the settings in which a learner is called to transfer content knowledge, skills, and dispositions.

**Academic Competencies** communicate essential content knowledge and skills.

**Learning Goals** are the specific, measureable stages of achievement; they describe what learners should know and be able to do.

**Primary Learning Goals** articulate where the emphasis of instructional time, summative assessment, and grade reporting lies.

**Personal Competencies** are the essential skills, habits, and strategies learners need to actively engage and thrive in the learning cycle; these competencies support a successful educational experience.

**Rubrics** are assessment tools used to communicate various performance levels of proficiency.

**Formative Assessments** are used to gauge learner understanding and to provide feedback for further learning.

**Summative Assessments** are used to measure a learner’s mastery of the competencies; they provide cumulative data that indicate the level of learner proficiency for grade reporting.

**Relearning & Reassessment Opportunities** are integrated into practice and used to bring learners to proficiency and beyond.

## Inter-Lakes Middle-High School

High-Quality Learner-Centered Model

Guide for Parents & Guardians

Grades 7 & 8



The Inter -Lakes School District has adopted a high quality learning model. This model provides a coherent framework to empower teachers, learners, and community members to realize the ILSD vision for learning.

Anchored in the explicit development of both core academic competencies and key personal competencies, this high quality learning model is driven by learner demonstration of proficiency and a core belief that the design of learner-centered pathways is the most powerful approach we can take to activate the ILSD design principles for learning. Also driven by a core belief that expectations of learning ought to be transparent to all, the competency documents are [accessible online](#).

## Summative Assessment Grades



Insufficient Evidence (IE)	Developing Proficiency (DP)	Proficient (CP)	Beyond Proficient (BP)	Proficient with Distinction (AP)
Insufficient evidence is submitted to measure proficiency.	Essential content knowledge and skills are not yet demonstrated consistently, completely, and/or accurately.	Essential content knowledge and skills are demonstrated consistently using a developmentally appropriate level of independence. The learner applies practiced content and skills to familiar tasks using critical thinking.	Essential content knowledge and skills are demonstrated independently. Learner demonstrates evidence of initial practices of extending knowledge and skills beyond familiar tasks.	Extends knowledge and skills beyond essential content. Additional evidence may include: <ul style="list-style-type: none"> <li>➤ Applying knowledge to an unfamiliar task.</li> <li>➤ Creating a new product.</li> <li>➤ Embedding connections across multiple courses and/or content area competencies.</li> </ul>

## Overall Academic Competency Statement Grades

Course Academic Competency Statements      Overall Course Academic Competency Statement Grades

GR Language Arts P3 (Middle Level) **Teacher Name**

READING LITERARY TEXTS: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.

READING INFORMATIONAL TEXTS: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts.

WRITING: Students will produce clear and coherent writing for a range of tasks and purposes using argument, explanatory, and narrative forms of writing.

LANGUAGE: Students will demonstrate command of the conventions of standard English grammar, usage, and vocabulary.

Cooperation  
Engagement  
Reflection

[CLICK TO ENLARGE](#)

Overall Academic Competency Statement Grades for 7 – 12 (In Practice 7 - 11)					
Not Currently Taught (NCT)	Insufficient Evidence (IE)	Developing Proficiency (DP)	Proficient (CP)	Beyond Proficient (BP)	Proficient with Distinction (AP)
None of the primary learning goals or standards aligned to this Academic Competency Statement have been assessed yet.	Insufficient evidence is submitted to measure proficiency.	The preponderance of evidence among all of the primary learning goals and standards is at the Developing Proficiency performance level.	The preponderance of evidence among all of the primary learning goals and standards is at least at the Proficient performance level.	The preponderance of evidence among all of the primary learning goals and standards is a mixture of Proficient and Proficient with Distinction performance levels.	The preponderance of evidence among all of the primary learning goals and standards is at the Proficient with Distinction performance level.



[CLICK TO ENLARGE](#)

## Personal Competency development is reported using the following scale for grades K - 12:

Consistent	Often	Inconsistent	Needs Support/ Instruction
The learner independently and regularly performs the expectations.	The learner needs occasional prompting or support in order to perform the expectations.	The learner inconsistently performs and/or needs routine support in order to perform the expectations.	The learner needs modeling and/or direct support or explanation in order to perform the expectations.