

# OVERVIEW: Proficiency-Based Graduation at RU

9.5.18

Here is an overview of some of the key elements of the proficiency-based graduation system.

## Principles

- All students should have multiple opportunities to show what they know and can do. This allows time for practice and to learn from mistakes.
- Assessment practices should include summative tasks that communicate learning to students and parents as well as formative/practice tasks that inform classroom instruction.
- Reporting must be done in a way that is clear, specific, and understandable to multiple audiences. Grades should communicate what students know and are able to do in each class.

To this end, our departments have each developed a series of 5 - 8 **Graduation Standards**. Every graduation standard has more detailed description of what it means to be proficient in the standard - these are called **Performance Indicators (PIs)**.

## Grading Scale

To be “proficient” in a performance indicator means that you are meeting typical grade-level expectations. In order to provide more specificity and clarity we are moving to more gradations, adding in a 2.5 and 3.5 equivalent. “Meets Proficiency” equates to a 3.

Earn Credit			Do Not Earn Credit		
Exceeds Proficiency	Skilled Proficiency	Meets Proficiency	Partial Proficiency	Beginning Proficiency	Insufficient Evidence

## Marking Periods

RU has always had 8 marking periods: two semesters, divided into quarters, with each quarter having an “Report Card” and an “Interim” progress report. We will continue to have 8 moments when we will generate a **progress report**: a snapshot of how the student is doing in each class.

## Calculations

Grades will be a **running calculation** over the duration of the course. Assignment deadlines close, but grade calculations are ongoing: they don’t reset after each progress report. A **decaying average** will be used to calculate a student’s proficiency level in each performance indicator, as measured on summative assessments. This emphasizes recent progress made over past mistakes and accounts for growth over time.



■ Most recent (50%) 
 ■ Older (25%) 
 ■ Even older (15%) 
 ■ Oldest (5%) 
 ■ Oldest (5%)

## Revisions and Retakes

Proficiency-based learning usually involves multiple opportunities and ways to demonstrate a skill or understanding, but it doesn't mean that students can re-do, revise or retake anything at any time.

- Teachers will explain on their syllabus what their procedure is for re-submitting work, making revisions, taking an alternative or additional assessment.
- Our common Habits of Work (Organization) expectations are that students will request extensions of deadlines in advance and that no late work is accepted in the final week of a marking period.

## Course Completion

At the end of a semester or year-long course, if a student meets proficiency in the **graded content-area performance indicators**, they pass the class and earn a "Complete" on their transcript. (There may be some scores of "Partial Proficiency" in graded performance indicators, based on instructor discretion.) If a student shows higher levels of proficiency, they will earn "Honors" or "High Honors" on their transcript.

(Habits of Work and Heart are **not** included in the performance indicators and standards used to determine course completion.)

## GPA

**Course GPA** is an average of all content-area graduation standards graded in the course. Graduation standards are an average of all graded performance indicators.

For instance, if a student earned the following scores in the graded standards of a course....

- Grad Standard 1: "Meets Proficiency" (3.0)
- Grad Standard 2: "Skilled Proficiency" (3.5)
- Grad Standard 3: "Beginning Proficiency" (2.0)

...their GPA for that course would be:  $(3.0 + 3.5 + 2.0) / 3 = 2.8$

**Quarterly GPA** is an average of course GPA for all classes taken at that time. Only AP classes are given added **weight** in calculating the GPA; this is unchanged from past practice.

## Honor Roll

Honor Roll and High Honor Roll are determined at the end of each quarter (every two marking periods). Honor Roll recognizes students with a quarterly grade point average above 3.00 for the quarter, while High Honor Roll recognizes students with a quarterly grade point average above 3.67.

## High School Co-Curricular Eligibility

Participation in RU high school co-curricular activities is a privilege that students earn by maintaining good attendance at school and being in good academic and behavioral standing. One of the ways we determine this is by expecting students to earn acceptable scores in two Habits of Work and two Habits of Heart at each **progress report**. School-wide, the habits in focus are: HoW Productivity and Organization, HoH Respect for Self and Respect for Others. (Note: Middle School participation on extra-curriculars is not determined in the same way. When Middle School teachers feel a student's work in classes needs more attention, a student is asked to agree to a contract for improvement. Pls see the Athletic Director for more information.)

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Note: For the full-length Proficiency Based Graduation Handbook, please contact an RU teacher, advisor or principal.