

Dear Middle School Families,

The Middle School uses a proficiency-based grading and reporting system that focuses on specific skills and content by subject. This feedback and reporting system enables you to see trends in your child's ability to demonstrate their learning and provides an individualized learner profile.

Our feedback model focuses on how students demonstrate evidence of learning *consistently, independently, and accurately* based on the grade level and nature of the task. On the proficiency scale from No Evidence to Proficient, the goal for students is to reach the level of Proficient. However, it is important to note that students learn at different rates and have varying abilities to provide evidence of their learning, so you might see a range of proficiency levels on your student's learning report. The goal of the learning report is to inform parents and students about areas of strength and areas for growth so we can work together to build the student's capacity in their growth areas.

No Evidence	Beginning	Developing	Proficient
I have not provided sufficient evidence of my learning.	I am just starting to understand and need significant support to demonstrate my learning.	I have some understanding and need support to demonstrate my learning.	I understand and can demonstrate my learning consistently, independently, and accurately.

No Evidence: Students might receive “No Evidence” if there are extenuating circumstances where they cannot turn in work or provide evidence of their learning. For example, a student with a broken arm might not be able to participate in PE, so they have no way of showing their PE skills. Or a student with a significant social/emotional concern might not be able to fully participate in classes. Families will know in advance if their child is going to receive a “No Evidence” on a Learning Report.

Beginning: “Beginning” is a descriptor that shows the student is starting to make progress. The focus here is that a student “needs significant support” and is learning to become more independent in learning. Teachers will likely comment on a “Beginning” with a support plan to improve the student's ability to demonstrate their understanding. With new skills and content, many students will receive a “Beginning” as they practice and grow as learners.

Developing: Many students will have “Developing” for their skills and content as most Middle Schoolers are at a stage of their learning where their independence, accuracy, and consistency are steadily growing and changing. Because each class reports on the major skills and content in that subject area, students may have differing abilities to provide evidence in that particular area.

Proficient: We set our goal for students to achieve “Proficient” in their skills, though many students will still be working towards this goal in their classes.

We also covered this content at our October 2024 Parent Partnership meeting, and you can watch [this video](#) or look at [this slideshow](#) to hear our explanation of this feedback

system. We are hopeful that our proficiency-based grading and reporting system will give you a better sense of who your student is as a learner. We also know you may have questions that are specific to your child's progress. Please reach out to their classroom teachers with subject-specific questions or to their advisor or [Steve Brennan](#), our Academic Support Coordinator, if you have questions about larger patterns or trends in their learning.

Thank you,

Ann Sulzer