

Proficiency based grading procedures during the term

Student grades will be determined by the degree to which a student has demonstrated proficiency in identified course standards. Assessments will be tied to a course standard or standards and the student will demonstrate proficiency through successful completion of the assessment.

Assessments will be reported on a 0 through 4 point scale with half point increments.

Proficiency based grading procedures at the end of the term

The standard score will be determined through the calculation of [power law, mode of the last three assessments, or mode of the last five assessments](#). The method of calculation must remain consistent for the entire course.

Term and final grades will be determined by averaging the overarching standard scores. Teachers will report on overarching standards which have at least five data points, and by the end of the course students will receive feedback on all of the standards. It is recommended that all standards carry equal weight at the end of the term. All students will have the opportunity to demonstrate that they have exceeded the standards of the course.

It is important to note that final grades are to be determined based on the degree to which the student has met the standards set for the course. The grade is *not* a calculation of the terms and exams (e.g. 40% + 40% + 20%). This is an important change in the determination of final grades.

Term reports and final grades will include feedback on the student's progress on course standards, reported as 0-4, and an overall grade which has been converted to a 100 point scale. We will use the school-wide conversion scale and grades may only be converted from 4 point to 100 point, not vice versa.

Habits of Work (HOW) grades will be determined by the degree to which the student has demonstrated proficiency in the HOW standards related to responsibility, collaboration, perseverance.

Mid-term and final exams represent an opportunity for students to demonstrate their proficiency via a culminating test, project, or performance. Exam scores will be entered into the appropriate standard and will not be reported as its own separate grade on report cards. Exams will often address multiple standards. Because exam grades will be the last grades entered in the standard, and potentially address multiple standards, the scores will carry additional significance.

A term or final grade of "Incomplete" is appropriate when the student has had the opportunity to demonstrate proficiency in a standard, but there is insufficient evidence to determine the student's proficiency in that standard.

- Assign an “I” (incomplete) for all assignments that have not been completed, or an “M” (missing) for all assignments that have not been turned in.
- Communicate with students to determine the reason for the incomplete or missing assignment.
- Establish a timeframe for the student to make up the work. A reasonable timeframe will be established at the teacher’s discretion. Assign a failing grade if the assignment is not completed in the established timeframe.
- Evaluate student work when it is submitted.