***Standards-Based Assessment Procedures in grades 3-12***

**Rationale:**

In the fall of 2008, schools in New Hampshire were required to award credit in high school classes based on competencies. These competencies are derived from the essential knowledge and skills a student should have after taking a course and will determine the student’s proficiency. In core classes such as English and mathematics, these competencies were written from the Common Core State Standards (CCSS), which serve as the framework for school curricula in the State of New Hampshire. This change created a need to take a serious look at reporting practices K-12 and how we can accurately report proficiency levels and competency attainment for all students.

**Successful Completion of Subject/Credit Determination:**

Successful determination of credit for a topic, unit, or course will be determined by a student’s demonstration of proficiency in 100% of the class competencies, as outlined for each curricular area/course.  The final score for the course will be based on a combination of 90% summative assessments’ average (the mean) and 10% formative assessments’ average (the mean).  The teacher will make the final determination of how each assessment is individually scored and weighted.  The teacher will make the final determination of successful completion of a course competency based on the scale listed below.

**PD  - Proficient with Distinction**

**P - Proficient**

**BP - Basically Proficient**

**I    -     Incomplete**

**N    -    No Evidence/Progress**

**Formative Assessments:** Formative Assessments (assessment **FOR** learning) will be assessed using the Lisbon Regional competency scale as defined below. Formative Assessments are opportunities for students to practice new knowledge or skills being taught.  These activities provide feedback to both the teacher and student regarding where additional work and/or instruction may be needed. The student may be required to redo any formative activity not completed at a successful level.  Formative assessments take a variety of forms, including, but not limited to, skill checks, rough drafts, worksheets, informal observations, pre-tests, class work, homework, quizzes, verbal responses, or written answers. Formative Assessments will count for 10% of a student’s overall grade.

The use of formative assessments is important so that the student gains the knowledge and skills necessary to be successful in the mastery of the class competencies.   If a student refuses to or is unable to complete the necessary class work or homework, he/she may be required to attend a work session with the teacher or attend homework club until the work is done successfully. Other arrangements may be made in grades 3-6 for completion of any formative assessments not done at an acceptable level.  No formative work will be accepted for credit after a summative assessment is administered. The maximum score a student may attain on a formative redo is 2.5.

**Summative Assessments:**

Summative Assessments (assessments **OF** learning) will be assessed using the Lisbon Regional competency scale as defined below.  Summative assessments certify what the student knows and is able to do after instruction has taken place.  Summative assessments take a variety of forms, including, but not limited to, exams, extended learning opportunities, finished writing projects (term papers, essays, stories, etc.), tests, projects, presentations, performance-based assessments completed in or outside the classroom setting, or specific forms of quizzes.  Summative assessments will count for 90% of a student’s grade.

**\*\*The final determination of what constitutes a formative versus a summative assessment rests with the teacher.**

***Lisbon Regional Competency Scale***

|  |  |  |  |
| --- | --- | --- | --- |
| Score | Descriptor | | Outcome |
| 4.0 | PD | Proficient with Distinction | Competent/Pass |
| 3.9 |  | Proficient with Distinction | Competent/Pass |
| 3.8 |  | Proficient with Distinction | Competent/Pass |
| 3.7 |  | Proficient with Distinction | Competent/Pass |
| 3.6 |  | Proficient with Distinction | Competent/Pass |
| 3.5 |  | Proficient | Competent/Pass |
| 3.4 |  | Proficient | Competent/Pass |
| 3.3 |  | Proficient | Competent/Pass |
| 3.2 |  | Proficient | Competent/Pass |
| 3.1 |  | Proficient | Competent/Pass |
| 3.0 | P | Proficient | Competent/Pass |
| 2.9 |  | Proficient | Competent/Pass |
| 2.8 |  | Proficient | Competent/Pass |
| 2.7 |  | Proficient | Competent/Pass |
| 2.6 |  | Proficient | Competent/Pass |
| 2.5 |  | Proficient | Competent/Pass |
| 2.4 |  | Basically Proficient | Competent/Pass |
| 2.3 |  | Basically Proficient | Competent/Pass |
| 2.2 |  | Basically Proficient | Competent/Pass |
| 2.1 |  | Basically Proficient | Competent/Pass |
| 2.0 | BP | Basically Proficient | Competent/Pass |
| 1.0 | I | Incomplete | Not Competent/Fail |
| 0 | N | No Attempt/Progress | Not Competent/Fail |

**\*\*The overall score for each summative assessment is the average of the individual competencies. Each competency may be weighted.**

**\*\*The grade for a course is the average of the overall scores for each assessment (90% summative, 10% formative).**

***Competency Assessment Descriptor Rubric***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3.6-4** | **2.5-3.5** | **2.0-2.4** | **1** | **0** |
| **Proficient with Distinction (PD)** | **Proficient (P)** | **Basically Proficient (BP)** | **Incomplete**  **(I)** | **No Attempt/Progress (N)** |
| The student consistently and independently demonstrates the ability to analyze and synthesize essential content knowledge and skills in a new task or an advanced application. | The student consistently and independently demonstrates the ability to apply and transfer essential content, knowledge and skills. | The student demonstrates the ability to comprehend and apply essential content, knowledge and skills in a familiar task. | The student has not yet demonstrated proficiency of the competency, but is making progress (teacher comments included). | The student has not made an attempt to show proficiency of the competency *or* shows little to no progress. |

**Summative Retakes:**  A retake is the opportunity for a student to reattempt a **Summative**

**Assessment** at the discretion of the teacher; this summative retake may differ from the original assessment.  Before a retake is administered, the student has to complete all corrective action activities and participate in all additional instructional sessions required by the teacher. The teacher will decide on the date and time of the retake as well as the deadlines on all of the corrective action activities. With the exception of excused absences, students have up to 10 school days to complete all corrective actions and reattempt the summative assessment. For an individual competency, the maximum value used to recalculate the score on a summative retake is a 2.5 (Proficient).

**Multiple Opportunities**:  Students will have multiple opportunities to demonstrate proficient performance levels on each class/course competency. Allowing students multiple ways and opportunities of demonstrating their proficiency is our goal.

***"Redoing work is not to be taken for granted" (Wormeli 131).***

***"If it's a character issue, such as integrity, self-discipline, maturity, and honesty,* the greater gift may be to deny the redo option*"(Wormeli 132).***

***"Also, if a particular student is asking to redo work more than twice a grading period, there may be another problem that needs to be addressed" (Wormeli 132).***

Wormeli, Rick. *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom*.

Portland, Me.: Stenhouse, 2006. Print.

***HONOR ROLL***

**Principal’s List - 4.00 – 3.60 GPA** and nothing lower than a **3** on the **Habits of Learning**

**High Honors - 3.50 – 3.00 GPA** and nothing lower than a **3** on the **Habits of Learning**

**Honors - 2.90 – 2.50 GPA** and nothing lower than a **3** on the **Habits of Learning**

We will have two Honor Roll celebrations a year, one in January and one in June. This is to coincide with the end of the semesters and provide the students enough time and the opportunity to demonstrate proficiency in all of their courses. The Principal’s list students and their parents will be our guest at a reception following the celebrations and the students in addition to the reception will attend a breakfast in their honor.

***Exceptional Performance***

Students who perform, at a Proficient with Distinction (4-3.6 GPA) level and have nothing less than a 3 on Habits of Learning in all of their classes will be honored on the Principal’s List.

**Habits of Learning**

**Collaboration**

|  |  |  |  |
| --- | --- | --- | --- |
| 4 Exceeds expectations   |  |  | | --- | --- | |  |  | | Acts as a leader or exemplary team member  Consistently provides thoughtful ideas in teams  Consistently values and encourages all members of teams |
| 3 Meets expectations | A strong team member  Provides thoughtful ideas in teams  Values and encourages all team members |
| 2 Emerging expectations | Participates minimally and requires some prompting as a team member  Sometimes provides thoughtful ideas in teams  Sometimes values and encourages all team members |
| 1 Below expectations | Rarely participates in team activities  Rarely provides thoughtful ideas in teams  Rarely values and encourages team members |

**Respect**

|  |  |
| --- | --- |
| 4 Exceeds expectations | Seeks and accepts the opinions and input of others  Consistently demonstrates both respectful and helpful behavior |
| 3 Meets expectations | Listens and accepts the opinions of others  Demonstrates both respectful and helpful behavior |
| 2 Emerging expectations | Sometimes accepts others  Sometimes demonstrates respectful and helpful behaviors |
| 1 Below expectations | Usually ignores the opinions and input of others  Needs improvement in demonstrating respectful and helpful behavior |

**Initiative**

|  |  |
| --- | --- |
| 4 Exceeds expectations | Initiates curiosity and interest in learning  Independently engages in learning activities  Consistently perseveres and problem solves  Demonstrates resourcefulness and seeks assistance as necessary |
| 3 Meets expectations | Demonstrates curiosity and interest in learning  Engages in learning activities  Demonstrates perseverance  Demonstrates resourcefulness and seeks assistance as necessary |
| 2 Emerging expectations | Occasionally demonstrates curiosity and interest in learning  Sometimes engages in learning activities  Occasionally perseveres  Shows growth in resourcefulness and sometimes seeks assistance |
| 1 Below expectations | Seldom demonstrates curiosity in learning activities  Rarely engages in learning activities  Lacks perseverance  Rarely uses alternate resources to assist with learning |

**Work Habits**

|  |  |
| --- | --- |
| 4 Exceeds expectations | Always punctual and prepared  Consistently displays a positive attitude  Always on task; Always strives to meet potential  Spends extra time to ensure tasks are well done  Consistently follows directions accurately |
| 3 Meets expectations | Punctual and prepared for class  Stays on task; Strives to meet potential  Completes tasks and meets deadlines  Usually follows directions accurately |
| 2 Emerging expectations | Occasionally punctual and prepared  Sometimes stays on task; Beginning to strive to meet potential  Inconsistent with task completion  Occasionally follows directions accurately |
| 1 Below expectations | Seldom punctual and prepared  Rarely displays a positive attitude  Needs to remain focused on task; Does not strive to meet potential  Needs to complete tasks and meet deadlines  Seldom follows directions accurately |