



THE
COLORADO
EDUCATION
INITIATIVE

Competency-Based Learning Series:

Seminar #3—Implications Across the School and District

April 2017

**Thinking about
implications
across the school
and district**

Please take this one out:

**Magic Mountain School District
Grading and Reporting System**

One of the Magic Mountain School District grading policy is to establish principles that all district educators will use to establish a system of grading that is fair, accurate, and consistently communicates student learning progress.

Suppose your district was getting ready to adopt the Magic Mountain policy regarding grading and reporting

Academic Grading

All grading and reporting practices at Magic Mountain School District will reflect the following design characteristics:

1. The primary purpose of the grading system shall be to fairly, clearly, accurately, and consistently communicate learning progress and achievement to students, families, postsecondary institutions, potential employers, and other relevant stakeholders and audiences.

2. The grading system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.

3. The grading system will measure, report, and document student proficiency against a set of clearly defined cross-curricular and content-area graduation standards developed by the administration, faculty, and staff of each school.

4. The grading system will measure, report, and document academic progress and achievement separately from habits of work, character traits, and behaviors.

5. The grading system will ensure consistency and fairness in the assessment of learning, and in the assignment of scores and proficiency levels, across students, teachers, assessments, learning experiences, content areas, and time.

6. The grading system shall not be used as a form of punishment.

In addition, the policy calls for the following in regards to habits of work:

Habits of Work Grading

All grading and reporting practices for habits of work, character traits, and behaviors in the Magic Mountain School District will reflect the following design characteristics:

1. The Magic Mountain School District administration, faculty, and staff will develop and apply a common set of Habits of Work standards, and related scoring criteria, that teachers will use to grade students on work habits, character traits, and/or behaviors.

2. The Habits of Work grading system will measure, report, and document habits of work, character traits, and behaviors separately from academic progress and achievement. A student achieving a high level of academic proficiency may demonstrate a low level on Habits of Work proficiency, and vice versa.

3. Habits of Work will be monitored over the duration of a learning experience and scores, as measured and determined using common assessment methods and scoring criteria, will be reported for each student at the end of a term or grading period.

4. The Habits of Work grading system will ensure consistency and fairness in the assessment of work habits, and in the assignment of scores and proficiency levels, across students, teachers, assessments, course, learning experiences, content areas, and time.

5. Habits of Work grades shall be communicated using the same performance levels used for academic reporting.

6. Habits of Work grades shall not be used as a form of punishment.

Additional considerations:

Grading Assessments

Magic Mountain School District will employ a consistent system of grading that reports student learning progress and achievement across two aligned categories on a 4-point scale that aligns Proficiency Levels with Proficiency Descriptions.

Grade Point Average

The high schools in the district will employ a consistent system of grading, scoring, and aggregating proficiency that will produce a rolling and cumulative Grade Point Average for each student.

The Grade Point Average will be reported on the official school transcript and will be used to determine Latin honors:

- Summa Cum Laude (with highest honors): a minimum GPA of 3.9**
- Magna Cum Laude (with great honors): a minimum GPA of 3.7**
- Cum Laude (with honors): a minimum GPA of 3.5**

Finally, the policy outlines expectations for retakes/revisions/ redos of assessments

Students will have the opportunity to retake assessments in order to either reach proficiency or to earn a grade higher than proficiency.

1. Each school will develop a consistent retake/revision/redo policy and procedure that allows for students to demonstrate their best learning.

2. In order to do a retake/revision/redo, a student must have demonstrated that (s)he has done additional preparation and/or has seen the teacher for extra help.

3. The grade for the retake/revision/redo will replace the previous grade and no penalty will be assessed.

Clarifying questions??

Think about how this new policy will affect the school and district as it is implemented.

Write on sticky notes ideas you have about implications for these changes (one idea per sticky note), using the following categories:





Where do your ideas belong?

School Documents	Technology Systems	Parent & Student
Teaching and Learning	Professional Development	Other

Place your stickies on the chart paper on the wall

School Documents



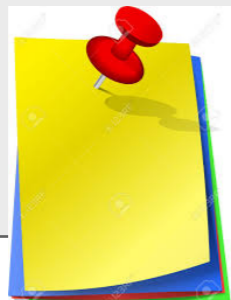
Technology Systems



Parent & Student



Teaching and Learning



Professional Development



Other



**Before the next part of this activity,
let's look at a brief article about how
grading reform changed a school.**

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Effective Grading Practices Pages 66-70

How Grading Reform Changed Our School

Jeffrey A. Erickson

At a suburban high school in Minnesota, grading reform has resulted in a fundamentally new way to approach learning.



While reading the article, make notes about what implications the grading changes had on the school.

Choose one area that you would like to explore in greater detail and in your small group, choose one or two of the ideas on the sticky notes to discuss in greater detail. Use the following questions to guide your work:

- **What should a school or district do to prepare for the implications?**
- **Who should be involved?**
- **What should be done first?**

**Let's hear from each of the
groups**

QUESTIONS?