



Competency-Based Learning Series: April 2017

Breakout Session Topic – Grading Scales

Example in Application: School 1 (excerpts below from the Program of Studies)

A 2.0 means you are partially meeting the standard, a 2.7 means you are meeting the standard, and a 3.5 or higher means you are exceeding the standard. **Students must earn a minimum of 2.7 on each standard in order to graduate.**

Each standard is composed of *performance indicators*. Your score for a standard is based on an average of the performance indicators for that standard. **Indicators with a score below 2.0 will not be counted toward meeting the standard and will not allow you to earn a diploma.**

Scores for performance indicators are determined by a weighted average of **summative assessments (90%)** and **formative assessments (10%)**. Summative assessments certify that you have meet the standard and can include unit tests, projects, essays, performances, etc. Formative assessments measure your progress towards the standard; they can be thought of as “practice.” Formative assessments can include quizzes, homework assignments, entry problems, and exit tickets. Students who do not show proficiency on a summative assessment (score is less than 2.7) or who just want to improve **may retake the assessment after demonstrating sufficient practice to improve their score** [check with your teacher for course-specific policies].

Course Grade

Your course grade will be determined by your performance on:

- **Content Standards** (will vary depending on the course)
- **School-Wide Expectations – SWE’s** (one or more of Problem Solver, Communicator, or Self-Directed Learner depending on the class)
- **Academic Initiative aka Habits of Work** (see [rubric](#))

The weight of each standard will be determined by the assessments for that standard- more assessments means more weight.

You will receive a course grade and a graduation standards grade. The course grade will be reported on the traditional 100 point scale and on a 4 point scale. The graduation standards grade will be reported on a 4 point scale. **Please note that it is possible to pass a course but not pass the standard.** Course grades are only a snapshot of current progress. It is more important to make good progress toward graduation standards than it is to earn a “passing” grade in a course.

2015 – 16 Conversion Scale					
1.0	50	2.0	60	3.0	85
1.1	51	2.1	61	3.1	87
1.2	52	2.2	62	3.2	89
1.3	53	2.3	63	3.3	91
1.4	54	2.4	65	3.4	93
1.5	55	2.5	67	3.5	95
1.6	56	2.6	69	3.6	96
1.7	57	2.7	77	3.7	97
1.8	58	2.8	80	3.8	98
1.9	59	2.9	83	3.9	99
				4.0	100

3.5 – 4.0 Exceeds the Standard / Distinguished / Honors

2.7 – 3.4 Meets the Standard / Passing

2.0 – 2.6 Partially Meets the Standard / Not Yet Passing

1.0 – 1.9 Does Not Meet the Standard / Not Passing

Discussion Prompts:

1. Could Academic Initiative contribute differently to course grades within the school depending on what other standards are computed into the course grade? Is that OK?
2. What are the implications to a student for passing a course but not passing one or more Academic Standards within that course? How might the school enable recovery of that standard?
3. Why are there missing values in the conversion scale above (e.g. large gap between 69-77)?
4. What would you predict are the loose parts of this system that might require monitoring, PD, and data analysis?
5. Are there apparent improvements represented in these guidelines over traditional applications of the 100 point scale?

Your questions and notes: