Understanding Sanborn's Grading and Reporting System:
A Guide for Parents and Students

Sanborn Regional High School uses a **competency-based grading and reporting system** for all of its courses. The purpose of this document is to give a basic overview to parents and students of how this system works. Additional resources and information are available for download in a document called "Assessment and Grading Guidelines" on the website.

What is a competency?

A competency is the ability of a student to apply content knowledge and skills in and/or across the content area(s). At Sanborn, there are two kinds of competencies used in grading:

School-Wide: Sanborn has identified six "21st Century Expectations for Learning," the P.R.I.D.E. standards, that are based on social and civic "behavioral" expectations. These are assessed each quarter by each teacher in each course using a common rubric and are printed on report cards. These grades are NOT included in the final grade calculation for courses but a summary of these grades appears on each student's final transcript that is made available to employers and colleges.

Course-Based: Each course at Sanborn has anywhere from 3-6 competencies that are specific to each course. These competencies are the "big ideas" of the course and answer the question: *What is it we want our students to know and be able to do in this course?* These competency averages are printed each quarter for each course on Sanborn's report card and ARE included in the final grade calculation for courses.

How are the competencies linked to grades?

Formative Assessment: A formative assessment is an assessment for learning and can be broadly described as a "snapshot" or a "dipstick" measure that captures a student's progress through the learning process. A formative assessment explains to what extent a student is learning a concept, skill, or knowledge set. In a sense, a formative assessment is "practice" and is, therefore, not heavily weighted in the grading system. Examples of formative assignments include class work, homework, and quizzes.

Summative Assessment: A summative assessment is a comprehensive measure of a student's ability to demonstrate the concepts, skills, and knowledge embedded within a course competency. A summative assessment, then, is an assessment of learning and it is heavily weighted in our grading system. At Sanborn, each summative assignment is linked to at least one (or more) of the course-based competencies. Examples of summative assignments include research projects, presentations, labs, writings, tests, and other similar performance tasks.

A student's final grade is based on the total points earned over the entire length of the course (not an average of quarter grades) and is based on the following weights: 90% for summatives, 10% for formatives.

How does a student earn credit for a course?

In order to receive full credit for a course, both of the following conditions must be met:

1. The final grade must be a 65% or higher
2. The final competency averages for each course-based competency must be a 65% or higher

What happens if a student does not earn credit?

Credit Recovery: If a student does not receive an overall course grade of 65% or higher, they may be eligible to recover the credit for that course using an alternative method such as an online course like NOVA NET or Virtual Learning Academy Charter School (VLACS).

Competency Recovery: If a student earns a final course grade of 65% or higher but does not receive a final average of 65% or higher in all course competencies, they will receive a final course grade of NYC (Not Yet Competent) and will need to recover the competency(ies) using an alternative method such as an online module through NOVA NET, VLACS or a teacher-directed project that is tailored specifically for individual student needs. Once the competency is mastered, the original grade will supersede the "NYC" and an additional entry will be added to the transcript, indicating: Competency Recovery, following the subject of the course, and the student will obtain a "P" (for pass) and earn the credit for the course.

Both of these recovery programs are managed by the Guidance Department staff in conjunction with the teacher(s).

What grading practices are common to all classes?

Reassessment: If a student receives a summative assessment grade below an 80%, they may be eligible to reassess on that assignment provided they complete a reassessment plan that is mutually established with the teacher. The highest grade a student can earn when taking a reassessment is an 80%.

No Zeros: A student cannot refuse to complete a summative assignment and will never be given the option to take a "zero" grade. Teachers will do "whatever it takes" to make sure students complete all major summative assignments. In the event a student refuses to complete one, the grade for that assignment will eventually be recorded as an IWS (insufficient work shown), which will eventually make the final course grade incomplete. This may result in no credit earned for the course.

How can students track their progress in a class?

Individual student course grades and report cards are available for viewing at any time by logging into the Pinnacle Internet Viewer (PIV). The Guidance Office issues individual PIV logins at the beginning of each year to parents and students. The PIV allows individuals to view grades by course on individual assignments as well as current competency and course averages. Official Sanborn report cards can also be generated at any time in the PIV. Students and parents are strongly encouraged to contact teachers directly when they have questions or concerns about information in the PIV. The guidance office is also available to answer basic PIV questions and help with login information.

SANBORN REGIONAL HIGH SCHOOL
21st CENTURY LEARNING EXPECTATIONS

Expectation	Exceeding	Meeting	In Progress	Limited Progress
Student Will:	Student meets all in "Meeting" and improves by:	Student meets all "In Progress" and improves by:	Student meets all in "Limited Progress" and improves by:	Student Will:
Effectively Communicate Demonstrate a proficiency in the communication skills of reading, writing, speaking, viewing, and listening	Communicating in an exceptional manner that is appropriate to share with a broader audience	Using effective communication skills all of the time	Demonstrating progress in the attainment of communication skills by revising work to improve quality	Demonstrate minimal progress toward developing the communication skills
Creatively Solve Problems Demonstrate a proficiency in problem solving and critical thinking skills	Reflecting on how to improve the solution to be more creative and efficient	Solving problems using creativity and critical thinking skills all of the time	Solving problems using creativity and critical thinking skills some of the time	Solve problems with limited creativity and critical thinking skills
Responsibly Use Information Demonstrate a proficiency to effectively and ethically find and use information	Reflecting on how to improve research skills to expand upon the type and quality of information used	Using effective research skills all of the time	Demonstrating inconsistencies in the effective use of all research skills	Demonstrate minimal progress towards developing the research skills of identifying, locating, evaluating, and responsibly using information
Self-Manage Their Learning Demonstrate responsibility, intelligent risk-taking, effort, and initiation for one's own learning	Risk-taking in an effort to grow from their learning experience	Working independently and meeting due dates all of the time	Working independently with some direction by adults and meeting due dates some of the time	Work with the direction of adults and/or needs prompting to know due dates
Produce Quality Work Recognize and produce work of high quality	Producing exceptional work that is appropriate to share with a broader audience	Producing quality work all of the time and asking adults how to improve quality of work	Reassessing failing grades to improve quality of work and/or producing quality work some of the time	Accept failing grades with no attempt at reassessment
Contribute to Their Community Resolve conflict, assume responsibility for behavior, demonstrate diversity and tolerance, maintain a safe and supportive environment, and contribute responsibly to one's school, community, and world	Being respected by peers and adults for contributions to the community	Always contributing positively to the community	Contributing positively to the community with minimal adult direction	Contribute positively to the community with adult direction

SANBORN REGIONAL HIGH SCHOOL

The mission of the Sanborn Regional High School is to provide a safe, supportive, and respectful learning environment where every student is empowered to become a responsible citizen with the skills, knowledge, values, and ambition to contribute with pride to society.

Student Name: John Smith   Grade: 9

Your student's name & grade

Purpose of Reports

This report is designed to inform you about the student's progress toward achieving the New Hampshire Grade Span Expectation (GSEs). The GSEs along with the skill expectations of your school, establish high and challenging expectations for all students; describe what students should know, be able to do, and care about; and serve as a basis for curriculum, instruction, and assessment in the Sanborn Regional School District. The curriculum for each content area is based on the standards relevant to the area. This report however cannot communicate everything you might possibly want to know about your child's progress. This report should be considered with other information you receive from the school such as your child's work, open house, conferences, and skills checklists provided by teachers throughout the school year. Communication between the family and the school staff is highly encouraged. If you have any questions or concerns, please contact your child's teacher or counselor. You may also complete the parent comment section and return to the teacher.

Level	Letter	Numerical	Performance Descriptors for Academic Standards
Exceeding	E	90-100	The student consistently exceeds the performance standards for the grade-level. The student with relative ease, grasps, applies, generalizes, and extends key concepts, processes, and skills consistently and independently.
Meeting	M	80-89	The student consistently meets the performance standards for the grade-level. The student, with limited errors, grasps key concepts, processes, and skills for the grade-level and understands and applies them effectively.
In Progress	IP	70-79	The student is progressing toward meeting the performance standard for the grade-level. The student is beginning to grasp key concepts, processes, and skills for the grade-level, but demonstrates inconsistent understanding and application of concepts.
Limited Progress	LP	65-69	The student is making some progress toward meeting the performance standard. The student is not demonstrating understanding of grade-level key concepts, processes and skills and requires additional time and support.
Not Met	NM	50 – 64	The student has not yet met the standard
Not Yet Competent	NYC		The student is not yet competent
Insufficient Work Shown	IWS		The student has not submitted a sufficient amount of work yet to calculate a grade
Incomplete	I		Incomplete Grade
Satisfactory	S		Satisfactory Performance

There are many ways in which a student's learning progress may be reported. This chart provides a simple way to compare various methods, allowing the reader to view equivalent measures.

The reader may, for example, compare a proficiency Level (Exceeding, Meeting, etc.) to its equivalent Rubric score, Letter grade, Numerical percentage, or Performance Descriptor.

In this model, a student who is described to be "Meeting" learning expectations, would receive an "M" if a Letter grade was assigned, an 80 – 89.9 if Percent was used, and would be described to be "…consistently meeting the performance standards for the grade level…." if a Performance Descriptor was used.

Freshman Science CP
Teacher: Smith, Jimmy   **Block:** 1   **Days Absent:** 2   **Days Tardy:** 4

School-Wide Academic, Civic, and Social Expectations For Learning

	Qtr 1	Sem 1	Qtr 3	Sem 2
Effectively Communicate: Demonstrate a proficiency in the communication skills of reading, writing, speaking, viewing, and listening	IP			
Creatively Solve Problems: Demonstrate a proficiency in problem solving and critical thinking skills	IP			
Responsibly Use Information: Demonstrate a proficiency to effectively and ethically find and use information	M			
Self-Manage Their Learning: Demonstrate responsibility, intelligent risk-taking, effort, and initiation for one's own learning	LP			
Product Quality Work: Recognize and produce work of high quality	IP			
Contribute To Their Community: Resolve conflict, assume responsibility for behavior, demonstrate diversity and tolerance, maintain a safe and supportive environment, and contribute responsibly to one's school, community, and world	M			

The top portion of this chart lists the course name, the teacher's name, block, number of days absent in this course during the marking period, and the number of days tardy to class in this course during the marking period. The top portion of this chart also provides the teacher of the course with an opportunity to report the student's progress in meeting the 21st Century Expectations for Learning. Each teacher, in each course, will rate the student's progress in achieving proficiency in these expectations.

The ratings on these Learning Expectations provide insight into the student's grade and performance, but do not alter the competency grades, the overall course grade, or the grade point average.

Course-Based Competencies

	Qtr 1	Sem 1	Qtr 3	Sem 2
Understand how the scientific process works both in the classroom and in the real world	M			
Compare and contrast various types of energy resources (traditional as well as alternative), their uses, limitations, and impacts on our society and environment	M			
Understand how to use the properties of matter to explain and classify their world	E			
Understand the properties of energy and matter	LP			
Understand the properties and characteristics of forces and motion	IP			
Understand the properties and characteristics of electricity and magnetism	IP			
Understand the properties of waves (sound and light	E			
Overall Course Grade	**83**			

The bottom portion of this chart lists the course competencies in the course, along with marking period grades for each. 90% of a student's overall course grade is calculated through the assessment of course competencies. The remaining 10% of the overall course grade comes from "formative assessments", which are, essentially "practice work" that leads toward an assessment of a course competency. The overall course grade at the bottom is calculated from the formative and summative assessments using a "90-10 split". NOTE: Depending on the course, competencies may carry different weights. These would be explained on the individual course syllabus.

Understanding Rubric Grading
A Guide for Parents and Students

Overview
Sanborn Regional High School has used a competency-based grading and reporting system since 2010. During that time, teachers have used either a 100-point scale or a rubric-based scale to compute both competency and course grades for students in their classes. A rubric scale is different from a 100-point grading scale in the following ways:

With a traditional 100-point scale, all grades typically start at 100 percent and deductions are taken by the teacher for missing or incorrect components to arrive at a final percentage score. These deductions can vary from assignment to assignment and teacher to teacher, and depend on the expectations that are set for each assignment. Many students think of this system as one in which they must accumulate a certain number of points over time to reach a passing (proficient) or high (exceeding) grade.

A rubric is a chart that lists the criteria and a variety of levels that describe proficiency over the length of a course. Rubrics at Sanborn are based on four levels: Exceeding, Meeting, In Progress, and Limited Progress. With a rubric scale, a teacher determines a grade by first looking at the student work and determining which level of the rubric is the most appropriate match for that work. Teachers generally develop rubrics that are specific to the course, competency, or skill they are assessing. Students are provided with these rubrics when an assignment or task is given so that they have a clear expectation of what they need to do in order to complete the assignment or task at a proficient (or exceeding) level.

Sanborn's Grading Scales
The chart below identifies the various grades that are used to report student achievement as well as a description of what those grades mean.

Level	Letter Code	Rubric Grade Range	Numerical Grade Range on 100 Point Scale	What The Grade Means
Exceeding	E	3.60 – 4.00	90-100	The student consistently exceeds the performance standards for the grade level. The student, with relative ease, grasps, applies, generalizes, and extends key concepts, processes, and skills consistently and independently.
Meeting	M	3.20 – 3.59	80-89.9	The student consistently meets the performance standards for the grade level. The student, with limited errors, grasps key concepts, processes, and skills for the grade-level and understands and applies them effectively.
In Progress	IP	2.80 – 3.19	70-79.9	The student is progressing toward meeting the performance standard for the grade level. The student is beginning to grasp key concepts, processes, and skills for the grade-level, but demonstrates inconsistent understanding and application of concepts.
Limited Progress	LP	2.60 – 2.79	65-69.9	The student is making some progress toward meeting the performance standard. The student is not demonstrating understanding of grade-level key concepts, processes and skills and requires additional time and support.
Not Met	NM	2.01 – 2.59	50 – 64.9	The student has not met the standard.
Not Yet Competent	NYC	0	50	The student is not yet competent in one or more competencies.
Insufficient Work Shown	IWS	0	50	The student has not submitted a sufficient amount of work yet to calculate a grade.
Incomplete	I	0	50	Incomplete Grade
Satisfactory	S			Satisfactory Performance
Unsatisfactory	U			Unsatisfactory Performance

Over the past few years, the school has come to understand that the rubric-based scale has produced grades that are more accurate, consistent, meaningful, and supportive of learning than grades that were produced from the 100-point scale

Accurate: By basing a student's grade on solely academic factors, the teacher creates a clear picture of what the student has learned without the influence of other behavioral factors such as participation, effort, attitude, or adherence to deadlines. These grades are reported separately on report cards and transcripts.

Consistent: For each unit or summative assessment, the teacher provides rubrics that describe exactly what the student will need to master. Using these rubrics establishes clear expectations for mastery up front and applies them consistently throughout the unit and the course. It also establishes clear expectations for students for what it means to reach the "exceeding" level.

Meaningful: A meaningful grade is one that clearly communicates what learning has taken place. In a competency-based course, scores are recorded by competencies rather than by assessment types (such as tests or homework), making it easier to identify areas of strength and to address areas of concern for each student.

Supportive of Learning: Competency-based grading system with rubric scales supports learning by focusing on the material that has or has not been learned rather than on accumulating points to reach a certain total. Reassessments also support student learning by allowing new levels of learning to replace old ones when a student shows improvement on an assessment.

For these reasons, the school has determined that by the beginning of the 2014-2015 school year, all courses at Sanborn Regional High School will operate under a rubric grading scale. Currently, half of the courses at SRHS already operate in this manner.

Understanding Grade Point Average (GPA) and Class Rank:
A Guide for Parents and Students

Overview
Sanborn Regional High School transcripts report Cumulative Non-Weighted Grade Point Average (CUM NON-WEIGHTED GPA) and Class Rank. In the fall of 2011, Sanborn implemented an updated grade point average (GPA) calculation scale that is used for all courses taken in the 2012-2013 year and beyond. The reported Cumulative Non-Weighted Grade Point Average (CUM NON-WEIGHTED GPA) is a non-weighted calculation, using the scale(s) below, where all classes, regardless of level, receive the same weight of *College and Career Prep*. The reported Class Rank is based on a cumulative weighted grade point average, using the scales below, where classes receive the weight by course level (College and Career Prep, Honors, Advanced Placement, and Dual Enrollment (e.g. Project Running Start, NECC, eStart). Class rank is computed for grades 11 and 12 at the end of the academic year. A student must be enrolled at Sanborn for at least two full semesters prior to being eligible for class rank standing in their junior year.

Sanborn's Weighted GPA Scale
In the fall of 2011, Sanborn announced that a new GPA calculation will be used for all courses that are taken beginning in the 2012-2013 year. This new scale is more closely aligned with the recommendation from the College Board.

OLD SCALE: Courses Completed During the 2011-2012 Academic Year and Earlier				
Course & Achievement Level	Regular	College and Career Prep (CCP)	Honors (H)	Dual Enrollment (DE) Includes Advanced Placement (AP), Running Start (RS), NECC
Exceeding 90-100	3.500 – 4.000	3.570 – 4.080	3.675 – 4.200	3.780 – 4.320
Meeting 80-89	3.000 – 3.450	3.060 – 3.519	3.150 – 3.623	3.240 – 3.726
In Progress 70-79	2.500 – 2.950	2.550 – 3.009	2.625 – 3.098	2.700 – 3.186
Limited Progress 65-69	2.250 – 2.450	2.295 – 2.449	2.363 – 2.573	2.430 – 2.646
Standard Not Met, Not Yet Competent Below 65	0.000 – 2.200	0.000 – 2.440	0.000 – 2.310	0.000 – 2.376

NEW SCALE: Courses Completed During the 2012-2013 Academic Year and Beyond			
Course & Achievement Level	College and Career Prep (CCP), Regular	Honors (H)	Dual Enrollment (DE) Includes Advanced Placement (AP), Running Start (RS), NECC
Exceeding 90-100	3.6 – 4.3	4.1 – 4.8	4.6 – 5.3
Meeting 80-89	2.4 – 3.4	2.9 – 3.9	3.4 – 4.4
In Progress 70-79	1.3 – 2.3	1.8 – 2.8	2.3 – 3.3
Limited Progress 65-69	0.7 – 1.2	1.2 – 1.7	1.7 – 2.2
Standard Not Met, Not Yet Competent Below 65	0	0	0

Honor Roll
Honor roll is determined once, at the end of each academic year, and is based on a current-year non-weighted GPA.

Honors With Distinction: Current-year non-weighted GPA of 4.00 or higher (average grades of 95 or higher for the year)
High Honors: Current-year non-weighted GPA of 3.60 – 3.99 (average grades of 90-94 for the year)
Honors: Current-year non-weighted GPA of 3.00 – 3.59 (average grades of 85-89 for the year)

Class Rank
Class rank is based on the cumulative weighted grade point average (GPA) using the scale(s) described above. It is computed for grades 11 and 12 at the end of the academic year. A student must be enrolled at Sanborn for at least two full semesters prior to being eligible for class rank standing in the junior year.

Special Graduation Titles
At the end of grade 12, the valedictorian, salutatorian, and class essayist titles are awarded to the student (or students, in the event of a tie) who have a class rank of 1, 2, and 3 respectively in their graduating class. Additionally, the following titles are awarded at graduation to any student who meets one of the following sets of criteria:

Summa Cum Laude: Cumulative non-weighted GPA of 4.00 or higher (average overall grades of 95 or higher)
Magna Cum Laude: Cumulative non-weighted GPA of 3.60 – 3.99 (average overall grades of 90-94)
Cum Laude: Cumulative non-weighted GPA of 3.00 – 3.59 (average overall grades of 85-89)

* Based on "new scale". An appropriate adjustment will be made for courses that were based on the "old scale."