The main goal of our grading procedures and policies is to foster the joy and experience of learning. Starting in Junior High we emphasize that learning is about the journey. We believe all students will achieve great results when they are active in the learning process. Our educators focus on each individual and how to engage them in the art of the learning.

Our teachers are the students’ guide in the educational journey. We understand there may be obstacles and challenges, but we will focus and build upon our student’s strengths and interests to ensure learning is relevant and rigorous. We empower our teachers to use their creativity and foster the concept that teaching is an art. In doing this, Rogue River Jr./Sr. High School graduates will have met Oregon State Standards and demonstrates proficiency in essential skills.

Standard grades will be averaged for the final academic standards grade each quarter. An honorable attempt by students must be made and submitted on the due date, or prior arrangements must be made with a teacher for a standard assessment or assignment to be redone or turned in late. If a student demonstrates a sincere attempt at the material, he or she can meet with the teacher to develop a reassessment plan which will include alternative assessment options, when possible, if a student has proven an inability to be successful in the original assessment. RRJSHS is committed to ensuring students have successfully learned the essential standards.

The following guidelines on proficiency base grading Teaching, Learning and Grading were developed by teachers and administrators from Rogue River Junior/Senior High School. The intent of the guidelines is to provide a framework that is consistent with educational best practices, board policy, and state law. At the same time, these guidelines should provide some flexibility for individual teacher use.

Guiding Principles:

1. Standards – What will be graded?
   a. Grades must be related to established academic standards and guidelines (i.e. Oregon State Standards, Advanced Placement, College Articulated, district developed)
   b. District/teacher teams (teachers who teach the same course) must clearly articulate student learning targets by course and by quarter in each course taught. Teachers are expected to implement the learning targets developed by their teacher team.
   c. Teachers that teach singleton courses must also base their grades on Oregon State standards and must articulate learning targets by quarter.

2. Performance Criteria – What determines proficiency? What is sufficiency?
   a. District/teacher teams must develop performance criteria that clearly articulate the proficiency level required for the course. District/teacher teams will also determine the sufficiency required for a student to demonstrate that they have gained the knowledge and skills. This will be implemented consistently between teachers of the same course.
   b. Rubrics, assessment checklists, and/or other types of scoring guides will be used to provide feedback on formative performances.
   c. Grades will be determined based primarily on a variety of summative assessments.
   d. Provided a student is making adequate progress toward proficiency (as determined by the teacher team), they will be given opportunities to retake failed assessments they fail, or wish to retake, in order to demonstrate proficiency.

3. Assessment - How will we know if they learned it?
   a. Assessments will be well designed and reflective of the learning targets being taught.
   b. Common assessments will be designed by teacher teams who teach "like courses". The purpose of using common assessments is as follows:
      i. Provide evidence that students throughout a common course within the district are demonstrating proficiency.
      ii. Identify what is working and what needs more work (allows educators to adjust instructional practices).
      iii. Ensure consistency and equity
4. **Reassessment- If I do not pass the first assessment, what do I do to prove I learned the material?**

Students may be given opportunities to retake assessments that they fail in order to demonstrate proficiency, provided that they are making adequate progress toward proficiency. As we prepare students for post-secondary success, we must help them prepare for exams and assessments that they will not be allowed to retake. The assessment grade will NOT be the average of all the assessments. The assessment must be retaken within 5 days of the assessment being returned to the student.

Juniors and Seniors: If an original assessment score is below a 70% on a 4-point scale, the student has the opportunity to retake the assessment and get additional support from the teacher or building support services. The maximum score the student can receive is proficiency or a 70% on a 4-point scale.

Sophomores and Freshman can retake any assessments and are able to improve their score by one letter grade only.

Junior High Students will be allowed to retake assessments and the highest grade for each assessment will be awarded to the student.

a. All retakes must be done within 5 days of receiving the assessment back.
b. A student is not allowed to take an assessment late without an excused absence. The student also only has the number of days absent to make up the assessment.
c. Extensions:
   1. To turn in any assessment late, the student must speak to the teacher before the project is due to be eligible to receive the extension.
   2. All extensions are subject to teacher approval

**5. Missing Work/Incompletes/Make-Up Work**

a. In order to demonstrate proficiency, students must score a 70% on a 4-point scale or better on the assessment, which is equivalent to a “C” average. “D” grades will no longer be awarded to student work.

**6. Final Grades – What do these include?**

a. Grades will be based primarily on academic achievement. Teachers will use a minimum scale where at most 80% of the grade reflects content knowledge and skills or summative assessments, and at least 20% of their grade is reflected in the formative assessments and learning tasks, skills, and assignments will prepare them for the performance task or summative assessments. This may include essential behaviors and independent practice as well as participation in daily activities.

<table>
<thead>
<tr>
<th>Summative Assessments</th>
<th>Formative Assessments</th>
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</thead>
<tbody>
<tr>
<td><strong>7th and 8th Grade 60% of total grade</strong></td>
<td><strong>7th and 8th Grade 40% of total grade A-F</strong></td>
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<tr>
<td><strong>9th and 10th Grade 70% of total grade</strong></td>
<td><strong>9th and 10th grade 30% of total grade</strong></td>
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<tr>
<td><strong>11th and 12th Grade 80% of total grade</strong></td>
<td><strong>11th and 12th Grade 20% of total grade</strong></td>
</tr>
<tr>
<td>• Test and quizzes on knowledge and skills</td>
<td>• Effort in learning, respect, participation, responsibility, creativity</td>
</tr>
<tr>
<td>• Alternative assessments (verbal demonstration of skill, etc.)</td>
<td>• Openers/Warm-ups</td>
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<td>• Writing samples/inquiry labs/math problem solving (state work samples)</td>
<td>• Daily</td>
</tr>
<tr>
<td>• Projects (if the teacher knows it is the student’s own work or when an individual student’s contribution can be assessed based on their understanding of the knowledge and skills)</td>
<td>• Practice</td>
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<tr>
<td>• Summative assessments</td>
<td>• Notes</td>
</tr>
<tr>
<td></td>
<td>• Class work/homework</td>
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<tr>
<td></td>
<td>• Projects (when a teacher cannot be certain that it is a student’s own work)</td>
</tr>
<tr>
<td></td>
<td>• Turning in grade printouts/progress reports</td>
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<tr>
<td></td>
<td>• Other formative assessments</td>
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<td></td>
<td>• This section will not affect the standards based report card.</td>
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</tbody>
</table>
Essential Skills and Behaviors assessed over the duration of the course

b. All evidence of the student’s knowledge should be considered.
c. Teachers should use their professional judgment following district guidelines looking at all the data and information they have on a specific student.
d. Appropriate tools (e.g. School Master/family link, portfolios and checklists) will be used to record and maintain evidence of achievement and work habits.

7. Non-Academic Factors - Are these figured into the grade?
These factors will not affect the students’ proficiency of the standard but will affect the overall letter grade.
a. Attendance - reported separately
b. Group Scores – individual student achievement only
c. Extra credit - will not be provided
d. Career Related Learning Standards

8. Communication - With whom do we communicate?
a. Teachers must ensure that students understand how their grades will be determined.
b. Teachers will clearly communicate with parents the learning targets and outcomes to be measured for the given course of study.
c. Teachers will include standards and learning targets within their course syllabus.
d. Students should be involved in the assessment process, record keeping, and communication of their achievement and progress.
e. It is critical that teachers keep records up to date on School Master/Family link to facilitate quality communication.

9. District Grading Scale: Used for progress reports and report cards
a. Mastery 90-100%
b. Approaching Mastery 80-89%
c. Proficient 70-79%
d. F or NP Working Towards Proficiency 0-69%

Terms and Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Assessments - Formative</td>
<td>Formal and informal process teachers and students use to gather evidence for the purpose of improving learning</td>
</tr>
<tr>
<td>Assessment-Summative</td>
<td>Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness</td>
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<tr>
<td></td>
<td>Summative assessment is characterized as assessment of learning and is contrasted with formative assessment, which is assessment for learning</td>
</tr>
<tr>
<td>Core Classes</td>
<td>Math, Language Arts, Science and Social Studies</td>
</tr>
<tr>
<td>Content knowledge and Skills</td>
<td>These are the skills most commonly associated with the assessed state standards</td>
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</tbody>
</table>
Curriculum map
Developed by teacher teams identifying the standards, content and skills divided into units with an established but flexible pacing schedule

Learning Targets
The knowledge and skills students are expected to learn stated in student friendly language (i.e. "I can")

Proficiency
Sufficient evidence of student demonstrated knowledge and skills that meet or exceed defined levels of performance.

Proficiency Based Learning (PBL)
This term refers to a system in which teachers assess and grade students based on content specific knowledge and skills with less emphasis being placed upon behavior, tardiness or extra credit because those elements do not reflect a student's knowledge.

Rubrics
A scoring guide that defines the level of performance within a standard. For example, the students is "proficient" within the standard, "approaching master" or a "master" of that standard

Assessment Options to Measure Student Knowledge and Skills
Assessments serve as a GPS for teachers by laying out a pathway to identifying what students already know and can do and what they still need to learn. Without this information, teachers may teach information students-already knows or skills they already have. Teachers can use the information gained through frequent and purposeful assessments to double back and reteach a learning concept students didn't grasp or to move more quickly to keep pace with the advanced learners. Along the way, teachers adjust the activities and tasks to address unique student needs. The frequent and "just in time" assessments are known as formative because they form the pathway to the learning target. At a point identified by either the teacher or the student, there is a summative assessment that measures student learning before moving on to the next learning target. An abbreviated list of suggested formative and summative assessments follows, with many working for either assessment purpose.

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>Formative assessments occur regularly and inform the teacher and the student about what the student knows and can do. They provide a roadmap for routine instructional decisions to help each student reach the learning target.</td>
<td>Summative assessments are capstone activities that measure what the student knows and can do at the end of a unit or period of learning. Students may complete multiple summative assessments in order to prove &quot;proficiency in the learning target. Teachers can provide a variety of ways students can share their learning.</td>
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<tr>
<td>Anticipation guides</td>
<td>Artwork</td>
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<tr>
<td>Classroom performance system check-ups</td>
<td>Blogs</td>
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<tr>
<td>Concept mapping</td>
<td>Board games</td>
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<tr>
<td>Cooperative learning strategies</td>
<td>Bulletin boards</td>
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<tr>
<td>Discussion questions</td>
<td>Charts/diagrams/graphs</td>
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<tr>
<td>Entrance/exit notecards</td>
<td>Computerized learning: blogs, PowerPoint, presentations, podcasts, video games, web pages, wiki entries</td>
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<tr>
<td>Graphic organizers</td>
<td>Costumes</td>
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<tr>
<td>Guided work with high lighters</td>
<td>Debates</td>
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<td>-------------------------------</td>
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<tr>
<td>I Do/We Do/You Do</td>
<td>Demonstrations</td>
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<tr>
<td>Individual whiteboards</td>
<td>Discussions</td>
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<tr>
<td>KQL Charts</td>
<td>Flip charts</td>
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<tr>
<td>Peer evaluations with rubric</td>
<td>Game shows</td>
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<tr>
<td>Quick response writing</td>
<td>Journal entries</td>
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<tr>
<td>Quick writes</td>
<td>Learning centers</td>
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<tr>
<td>Rankings</td>
<td>Mock trials</td>
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<tr>
<td>Short quizzes with leveled questions</td>
<td>Models, murals</td>
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<tr>
<td>Think/pair/share</td>
<td>Original writings: books, letters, news accounts, plays, poems, songs, stories, compositions, journals, etc.</td>
</tr>
<tr>
<td>Thumbs up, down, sideways</td>
<td>Portfolio collections</td>
</tr>
<tr>
<td>Write what you know assignments</td>
<td>Radio shows</td>
</tr>
<tr>
<td>Verbal checks with teacher</td>
<td>Tests, quizzes</td>
</tr>
</tbody>
</table>

Taken from “It's About Time: A Framework for Proficiency-Based Teaching and Learning” by Diane Smith