An aerial photograph of ocean waves with white foam, serving as a background for the title text.

Shapleigh School

Proficiency-Based Learning Family Guide

The purpose of this document is to give a basic overview to parents, students, and other community partners of how the proficiency-based model of teaching and learning works at Shapleigh School.

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What is proficiency-based learning?:

Proficiency-based learning refers to any system of academic instruction, assessment, grading and reporting that is based on students demonstrating mastery of the knowledge and skills they are expected to learn before they get promoted to the next grade level or receive a diploma.

The general goal of proficiency-based learning is to ensure that students acquire the knowledge and skills that are deemed to be essential to success in school, higher education, careers and adult life. If students struggle to meet minimum expected standards, they receive additional instruction, practice time and academic support to help them achieve proficiency. Students who have met proficiency and may be ready to move on and/or exceed proficiency will receive enrichment or accelerated learning opportunities.

Principle:
Grades should clearly communicate what students know and can do.

Practice:
Shapleigh School reports student mastery of specific skills and concepts within a course; traits like participation and effort are scored separately.

Principle:
Students have multiple opportunities to show what they know and can do.

Practice:
Students build a body of evidence to demonstrate their mastery of each content area competency. Students have assessment opportunities to demonstrate proficiency.

SHAPLEIGH SCHOOL'S GRADING PRINCIPLES AND PRACTICES

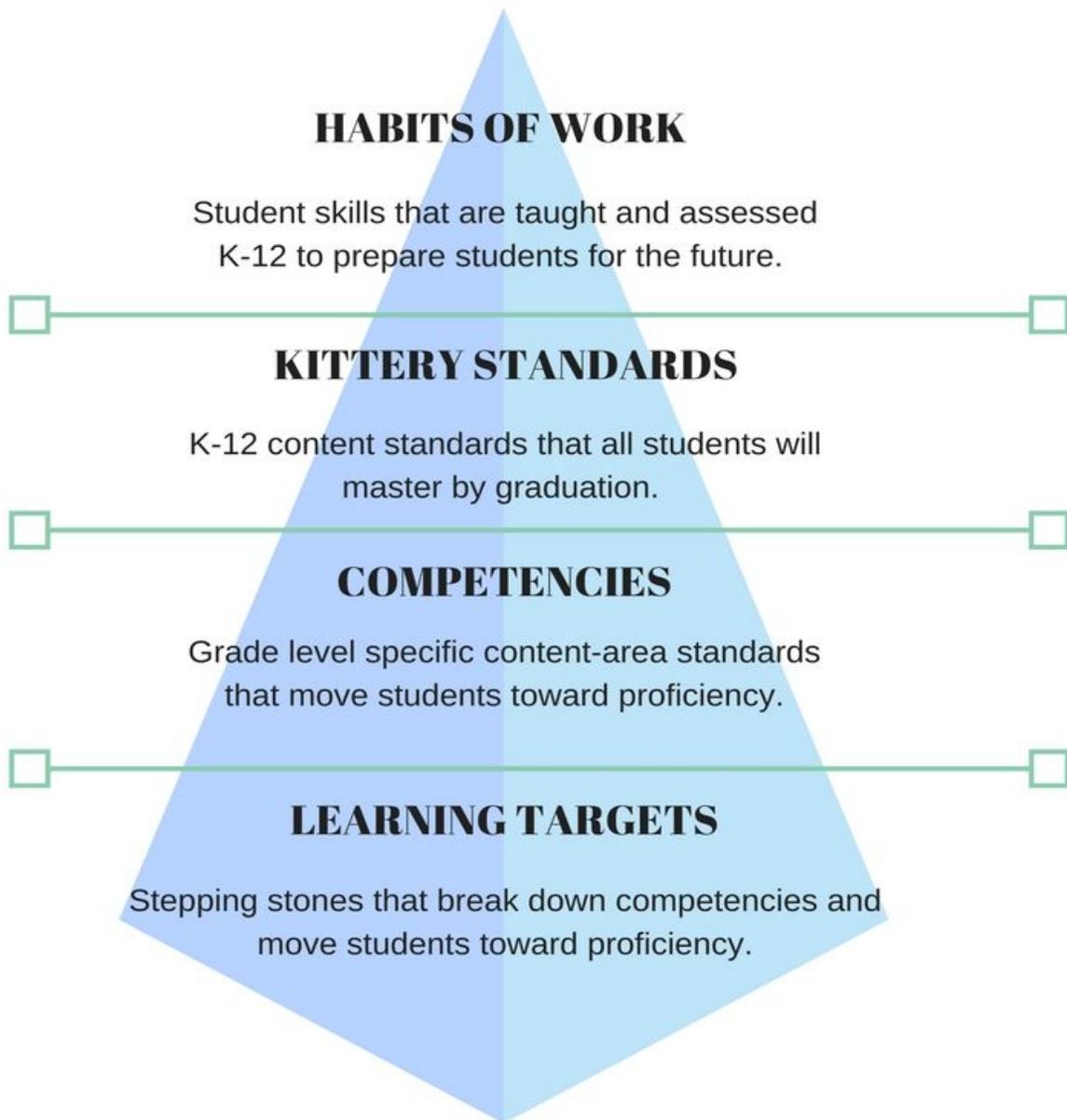
Principle:
Shapleigh School supports students in acquiring all essential knowledge and skills in a course.

Practice:
To successfully complete the course, all course competencies must be met. Shapleigh School supports students by providing intervention support and/or opportunities to exceed proficiency.

Principle:
Ongoing and consistent communication with families about student progress supports deeper learning.

Practice:
Shapleigh School formally reports progress through progress reports, report cards, and conferencing. Our online grade book, JumpRope, is updated frequently by teachers and is always open to parents and students.

Shapleigh School Proficiency Hierarchy:



How are students graded?:

FORMATIVE ASSESSMENT:

A formative assessment is a task or assignment that students are given to help them form their understanding or to practice a skill. *Some examples may include classwork or homework.*

SUMMATIVE ASSESSMENT:

A summative assessment is a body of work that shows what the student has learned and is able to demonstrate. *Some examples may include unit tests, essays, or projects.*

What are the grading scales that the teachers use?:

Grading Scale Grades 4-5:
<p>Progress Over Time: Students' grades communicate their progress over the course of a school year. A <i>rigor rating</i>, marked by a blue flag on the competencies listed in JumpRope, shows where students' learning should be at a given point in the grading period. Students should reach proficiency (3.0 - 3.5) by the end of the school year. (See Appendix A, Figure 1)</p>
Grading Scale Grades 6-8:
<p>Point in Time: Students' grades communicate their level of proficiency at any given point in time. The depth of knowledge expected of students will increase as the year progresses. Students' grades should be in the proficient range (3.0 - 3.5) at all times. (See Appendix A, Figure 2)</p>

Proficiency Levels			Proficiency Description
	4th - 5th Grade	6th - 8th Grade	
Exceeds Proficiency	Above Rigor Rating flag on Jumprope	3.6 - 4.0	Student's work exceeded the expectations of proficiency for competencies assessed.
Proficient	At Rigor Rating flag on Jumprope	3.0 - 3.5	Student's work has demonstrated proficiency on every competency during the grading period.
In Progress	Approaching Rigor Rating flag on Jumprope	2.0 - 2.9	Student's work has met proficiency in some of the competencies or learning targets assessed, but has only partially met or not met on others.
Not Demonstrated Yet	Significantly below Rigor Rating flag on Jumprope	1.0 - 1.9	Student's work has not met proficiency in the majority of the competencies or learning targets assessed.

What supports are in place for students who are In Progress (or who just need a little help?)

There are multiple supports in place to help all students be successful. WIN block is a daily intervention time that is also used for academic support. Students may schedule a time to seek help from their teachers before or after school. Additional intervention time will also be scheduled bi-weekly during the Early Release Wednesdays.

TIER ONE	Summative re-assessment forms will be given to students who did not turn in the assignment or who need to re-assess. This form will outline a plan decided on by the teacher and discussed with the student. This form must be returned with a parent signature. <i>(See Appendix B)</i>
TIER TWO	Students who do not complete the summative re-assessment will be recommended for an academic work day during an Early Release Wednesday.

What supports are in place for students who have demonstrated proficiency early in the unit of study?

Students who have met proficiency and may be ready to move on and/or exceed proficiency will receive enrichment or accelerated learning opportunities. Students may receive in-class enrichment and/or extension opportunities.

What are Habits of Work (HOW) and why are they important?:

Quality habits of work are an essential part of a student's success in school and beyond. PBL separates the assessment of academic progress and achievement from a student's habits of work. What students know and how effectively they work are equally important. By separating these aspects of learning, teachers can more effectively measure students' mastery of course content while providing a more detailed picture of a student's overall progress.

How will a student learn about Shapleigh School's Habits of Work (HOW)?:

At the beginning of the school year teachers and students will discuss what the Habits of Work will look like in a particular classroom or content area. Coming to class prepared, for example, will look a bit differently in math class than in a performing arts class. Students will receive **HOW** feedback throughout each trimester that will be communicated in JumpRope.

How are students graded on Habits of Work (HOW)?:

Habits of Work Grading Categories <i>(See Appendix D)</i>	
RESPONSIBLE LEARNER	ENGAGED LEARNER
<ul style="list-style-type: none"> ● Attends class regularly ● Prepares for class ● Meets deadlines ● Asks for and accepts help when things are challenging ● Communicates with teachers when absent ● Practices academic honesty 	<ul style="list-style-type: none"> ● Completes assignments to best of ability ● Actively participates in learning activities/class discussions ● Is a respectful member of the classroom ● Collaborates with peers and teacher to advance learning ● Uses feedback to improve learning
Habits of Work Grading Scale	
Strong Habits of Work	3 - 3.25
Developing Habits of Work	2 - 2.9
Weak Habits of Work	1 - 1.9

Why is it important to hand work in on time?:

In a proficiency based system, teachers use the work that students are constantly producing, both formative and summative, to identify where students need extra instruction. If a student has many missing assignments, it makes it difficult for teachers to provide interventions accurately and in a timely manner to help guide students to proficiency.

How will a parent know how his/her student is doing in school?:

Shapleigh School welcomes contact from families anytime through **phone calls, email correspondence, or in-person meetings**. In addition, parents can access the parent portal on JumpRope to see in real time how his/her student is doing in school. More formally, Shapleigh School also offers a **Fall Open House** as well as **fall parent/teacher conferences** which are important for parents to attend.

In addition, Shapleigh School will provide parents with formal **Mid-Term Progress Reports** three times a year and a **Grade Report** at the end of each trimester.

What does proficiency-based learning mean for a student with an IEP or Section 504 Plan?:

Holding all students to the high expectations inherent in a PBL system of teaching and learning is the goal. Of course, some students are differently abled and require unique learning accommodations to ensure that they can successfully access Shapleigh School's curriculum. These accommodations are determined by the student's IEP or Section 504 team. Shapleigh School encourages parents to work closely with special education case managers or the Section 504 team to ensure that differently abled students are afforded every opportunity to meet the competencies.

What are the interscholastic eligibility requirements for athletics, and other interscholastic activities in a PBL model?

Eligibility Requirements Grades 6-8

Student participation in athletics and co-curricular activities is viewed as an integral component of the learning process, and for this reason our eligibility policy is intended to be motivational in design rather than disciplinary. This eligibility policy complies with the eligibility policies and requirements for interscholastic programs maintained at Traip Academy and the Maine Principals' Association.

To be eligible for participation in Shapleigh School interscholastic programs, the student must have no missing summative assessments. In addition, students must have demonstrated a 2 or above on the HOW standards in all courses.

Students' academic and HOW achievement will be reviewed bi-weekly through a *Co-Curricular Eligibility Form Grades 6-8*. Students will have each teacher provide a current academic and HOW grade which will then be given to the coach or advisor.

What if a student does not meet these eligibility requirements?

Students who do not meet eligibility requirements will be placed on conditional eligibility for two weeks and must meet all of the following criteria:

1. The student has turned in all missing assignments.
 2. The student is demonstrating significant progress on the HOW standards in all courses.
 3. The student is participating in and following the Summative Re-Assessment plan and/or alternative plan created by the teacher.
-

Appendix A.

JumpRope Mastery Report Guide with Rigor Rating- Grades 4-5 (Figure 1)

When an assessment has a rigor rating that is less than the maximum score value (less than 4 in this case), a visual indicator will show up to represent the student's score in relation to the level possible.

In this example, the student has a 3 of 3 possible points, which helps students and parents tell if they are on track throughout the learning process even if it takes weeks or months before a summative (full-rigor) assessment is present.

The rigor rating is represented by the blue flag on the score bars. The teacher sets the rigor flag based on where students should be at the specific time of grading. Note that some of the rigor values are higher than others.

Assessment	Score
[Summative] Quiz 2- Decimals and Fractions - 2014-03-25	3.0 of 3
[Summative] Unit Project - 2014-04-02	1.0 of 4
[Formative] Diagnostic (Weight 0) - 2014-03-14	3.0 of 4
[Formative] CW- Add and Subtract Decimals Handout (Weight 0) - 2014-03-18	3.0 of 2
[Summative] Quiz 1- Decimals and Fractions2 (Weight 0.8) - 2014-03-18	2.0 of 1
[Formative] HW- Balancing a Checkbook (Weight 0) - 2014-03-19	3.0 of 2
[Summative] Quiz 2- Decimals and Fractions - 2014-03-25	3.0 of 3
[Summative] Challenge- Exceed Mastery - 2014-04-11	1.0 of 4

JumpRope Mastery Report Guide - Grades 6-8 (Figure 2):

Click on any row to expand to see more detail.

Course	Unit	Standard Type	Standard	Assessment	Score
CORE SCIENCE 7	Populations and Ecosystems	Overall Academic Mastery (100% of total)	I can analyze the transfer of energy through the food web. (Power Law)	[Classwork] Food Web graphic and constructed response - 2012-10-05	3.0
				[Quiz] Population and Ecosystem Quiz 1 - 2012-10-17	3.2
				[Test] Unit Test - 2012-11-21	3.2
				[Test] Unit Test - 2012-11-21	3.9
				[Test] Unit Test - 2012-11-21	2.0
				[Test] Unit Test - 2012-11-21	3.0
				[Test] Unit Test - 2012-11-21	4.0
				[Test] Unit Test - 2012-11-21	3.6
				[Test] Unit Test - 2012-11-21	3.3
				[Test] Unit Test - 2012-11-21	3.0
				[Test] Unit Test - 2012-11-21	2.0
				[Test] Unit Test - 2012-11-21	3.0
				[Test] Unit Test - 2012-11-21	3.4
				[Test] Unit Test - 2012-11-21	3.0
				[Test] Unit Test - 2012-11-21	2.9
				[Test] Unit Test - 2012-11-21	2.2
				[Test] Unit Test - 2012-11-21	2.9

Appendix B

**Summative Re-Assessment Form
Shapleigh School**

Student Name:

Teacher Issued By:

Assignment Name:

REASONS:

- | |
|--|
| <input type="checkbox"/> Missing Assessment
<input type="checkbox"/> Re-Assessment needed |
|--|

MENU OF OPTIONS:

- | |
|--|
| <input type="checkbox"/> Complete or redo assignment
by ____/____/____.
<input type="checkbox"/> Review with assigned teacher in WIN
on ____/____/____.
<input type="checkbox"/> Meet with teacher for WIN on:
Mon Tues Wed Thurs Fri
<input type="checkbox"/> Meet with teacher after school on:
Mon Tues Wed Thurs Fri
<input type="checkbox"/> Other: _____ |
|--|

Please indicate how your child will get home:

- | |
|---|
| <input type="checkbox"/> I will pick up my child.
<input type="checkbox"/> My child should walk home.
<input type="checkbox"/> She/he will ride the late bus (grades 6-8 only).
<input type="checkbox"/> My child will be picked up by _____ |
|---|

Signature of Parent/Guardian

Please sign and return this sheet by the next school day to the staff member who issued it.

Appendix C

Students in grades 6-8 will be using this form to help monitor their progress via JumpRope. This form will also be used to determine eligibility for participation in athletic and co-curricular activities at Shapleigh School.

Student JumpRope Check-In Form Grades 6-8

Name: _____ Date: ____/____/____

To be eligible for participation in athletic and co-curricular programs at Shapleigh School, you must have **NO missing summative assessments** and a **HOW grade of 2 or above**.

Using JumpRope, fill out your HOW grade for each class and check your missing work. Once you have completed this form, have your homeroom teacher sign-off on the form.

Subject	Missing Assignment(s)	HOW Grade	Teacher Signature
Math			
English Language Arts			
Social Studies			
Science			
Spanish			
RA: _____			
RA: _____			

All missing work must be turned in by the following early release Wednesday, or you will become ineligible for participation.

Appendix D

Shapleigh School Habits of Work Rubric

RESPONSIBLE LEARNER	ENGAGED LEARNER
<ul style="list-style-type: none"> Attends class regularly Prepares for class Meets deadlines Asks for and accepts help when things are challenging Communicates with teachers when absent Practices academic honesty 	<ul style="list-style-type: none"> Completes assignments to best of ability Actively participates in learning activities / class discussions Is a respectful member of the classroom Collaborates with peers and teacher to advance learning Uses feedback to improve learning

	3.25 Strong Habits of Work	2 Developing Habits of Work	1 Weak Habits of Work
RESPONSIBLE LEARNER	<ul style="list-style-type: none"> <input type="checkbox"/> I come to class on time <input type="checkbox"/> I come to class prepared with all required materials <input type="checkbox"/> I complete all assignments on time <input type="checkbox"/> I ask for help when needed <input type="checkbox"/> I identify when help is needed and seeks specific guidance from teachers <input type="checkbox"/> I communicate with my teacher when absent to make-up missed instruction <input type="checkbox"/> All work is my own and I give credit to sources that I've used 	<ul style="list-style-type: none"> <input type="checkbox"/> I am sometimes late to class <input type="checkbox"/> I need some reminders to bring necessary materials <input type="checkbox"/> I complete most of my assignments on time. <input type="checkbox"/> I don't always ask for help when I need it. <input type="checkbox"/> I communicate sometimes with my teacher when I am missing work. <input type="checkbox"/> Sometimes I use other people's work or writing without giving them credit 	<ul style="list-style-type: none"> <input type="checkbox"/> I am often late to class <input type="checkbox"/> I need frequent reminders to prepare for class <input type="checkbox"/> I complete less than half of my assignments on time <input type="checkbox"/> I rarely ask for help when I need it <input type="checkbox"/> I rarely communicate with my teacher when I have missed instruction. <input type="checkbox"/> I often use other people's work without giving them credit
ENGAGED LEARNER	<ul style="list-style-type: none"> <input type="checkbox"/> I put my best effort into all my assignments <input type="checkbox"/> I participate in all learning activities <input type="checkbox"/> I actively listen to and positively engage in classroom discussions with my peers and teacher <input type="checkbox"/> I treat others with kindness and respect using appropriate actions and language <input type="checkbox"/> Uses technology with respect and only uses websites or programs that are approved by my teacher <input type="checkbox"/> I use all materials with care and return them to their proper place <input type="checkbox"/> I collaborate well and communicate kindly and positively when working in a group <input type="checkbox"/> I use feedback to improve my work. 	<ul style="list-style-type: none"> <input type="checkbox"/> I usually put good effort into most of my assignments <input type="checkbox"/> I usually participate in most learning activities <input type="checkbox"/> Sometimes I am an active listener <input type="checkbox"/> Sometimes I engage in classroom discussions with my peers and teacher <input type="checkbox"/> I usually treat others with kindness and respect using mostly appropriate action and language <input type="checkbox"/> I mostly use technology with respect and usually use websites that are approved by my teacher. <input type="checkbox"/> I usually use all materials with care and usually return them to their proper place <input type="checkbox"/> I usually collaborate well and communicate kindly and positively when working in a group <input type="checkbox"/> I sometimes use feedback to improve my work 	<ul style="list-style-type: none"> <input type="checkbox"/> I put little to no effort into my assignments <input type="checkbox"/> I participate rarely to never in learning activities <input type="checkbox"/> I often or usually require many reminders to be an active listener <input type="checkbox"/> I engage in discussion rarely or never with my peers and teacher <input type="checkbox"/> I rarely treat others with respect and/or kindness and my actions and language are usually inappropriate <input type="checkbox"/> I rarely use technology with respect and am often on unapproved websites <input type="checkbox"/> I rarely use materials with care and rarely return them to their proper place <input type="checkbox"/> I rarely collaborate well and communicate kindly

			and positively when working in a group <input type="checkbox"/> I rarely use feedback to improve my work
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★ Last revised on 8/7/2017 by the SALT team