

PBL ISSUES OF RECORD - 6/14/2017

In January the Administration was provided a written list of concerns and issues that have not been answered and I expect will not be answered. As a matter of record I'd like to formally ask that the following be documented so that if problems do occur next year, we have a history of what was asked, who was asked, and what answers were provided.

- Why has Harwood decided not to implement assignment level gradient grading (interim grades between Proficient and Advanced) as recommended by the Great Schools Partnership and successfully demonstrated by its exemplar school Casco Bay and numerous Vermont schools. Please differentiate between numeric grading and gradient grading (e.g. 3.0, 3.25, 3.5, 3.75, 4.0) as necessary.
- Why is Harwood convinced that its transcript will be acceptable to colleges when written documentation from actual College Admissions officers say that Harwood's transcript with limited gradation puts student's at a disadvantage?
- What is Harwood doing to minimize risk to ensure that next year's PBL scoring and grading system will be successful? What school if any is Harwood using as a model for its combination of grading, software, report card, etc. to help ensure unexpected results do not occur?
- How will Harwood address the fact that PowerLaw penalizes good grades especially at the start of the school year and penalizes any performance dip. What schools has Harwood spoken to who have a similar implementation and utilize PowerLaw?