

Grading And Reporting

Modifications are underway to improve the grading and reporting system used by teachers in Grades 7-9 this year. As you may know, teachers have been using common rubrics to assess student performance on indicators linked to areas of proficiency. Through use of *PowerTeacher Pro* (*PowerSchool*) , teachers have reported on student progress within classes, and student performance was then aggregated across classes on a custom report to display overall progress toward proficiency.

Because the aggregate performance was not easily viewed by students and their families many questions remained. Further feedback indicated a preference for more detailed information about student performance between the intervals designated as *Beginning*, *Emerging*, *Proficient*, and *Advanced*. Administration concluded that the limits of *PowerTeacher Pro* were obscuring the meaning of information we wished to make available to students and their families, so a decision was made to change reporting tools and go back to *JumpRope* which was under consideration last year.

JumpRope will allow for multiple views of student performance on *Learning Expectations* both within and across classes, and will also report interval scores between levels through use of a numbering system (1, 2, 3, 4). By using a calculation method known as *PowerLaw*, aggregate performance may appear as a decimal value (e.g. 2.5 or 3.2) which may provide a more precise indication of student growth over time. Common rubrics will still be used with the translated value of the measures equating to numbers instead of the terms. Training for teachers will take place on June 19.

Personalized Learning and Proficiency-based Graduation: Passage Presentation

Students in Grade nine will be participating in a new process during the month of June. These students have been curating a digital portfolio as the anchor for a *Passage Presentation* which they will share with a small group of their peers, family members and teachers. Details about this process is provided below. Strategies like the *Passage Presentation*, *Student-Led Conferences*, and *Capstone Projects* are part of larger system changes meant to empower students to take the lead role in communicating about their learning. These practices help to build dispositions and skills that are vitally important for future success in college or careers. Sharing about student learning in these ways helps families better understand the learning process and provides more insight beyond what a traditional reporting method can communicate.

In the HUUSD, students demonstrate growth and achievement of the *Learning Expectations* in two ways:

1. A portfolio of learning, and
2. An aggregation of scores received through assessment of learning on identified Proficiencies

What is a Portfolio of Learning?

A portfolio is a selected body of student work and reflections that provides evidence of a student's progress toward the HUUSD Learning Expectations.

Parts of the Ninth Grade Portfolio of Learning

1. Personal Learning Plan
2. Evidence of Learning
3. Habits of Work
4. Documentation of Community Service - *Optional*

Proficiency-based Learning: Board Update May 2017

What is a Passage Presentation?

The passage presentation is an academic rite of passage: a benchmark presentation at the end of a pivotal year in which students demonstrate their readiness to move on to the next level of education. Students present evidence that they have learned key content, concepts, and skills as well as habits of work, by presenting a portfolio of work to a panel.

Rationale of the Passage Presentation

- It empowers students to take the lead role in reflecting on their learning and actively thinking about their strengths, challenges, and next steps in the learning process.
 - It creates a culture of evidence for learning and increases student engagement.
 - It pulls together an audience that includes some of the most important people in the lives of students to mark their growth and readiness as a scholar.
 - It provides a practical foundation for the *Senior Capstone project*.
 - Created communication for parents and faculty about changes to the grading and reporting system for 2017-18. Will be shared by 5/3
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Presentation Panel: College

Harwood hosted a panel presentation for students and families featuring area colleges. The purpose of the presentation was to help build broader understanding about the college admissions process. Representatives from Middlebury, UVM, Champlain, and Saint Michael's College provided detail about how the process works including various aspects of the application process. Among the many points articulated, these colleges emphasize how Proficiency-based transcripts do not put students at a disadvantage. Representatives also strongly stated that students are not compared to students from other schools but are viewed as individuals within the context of the learning opportunities available to them within a school and their merits based on their School Profile. The panel also suggested strategies for students including soliciting recommendations, interviewing, and other specifics. Questions submitted to the panel were answered and additional time was provided for other questions and answers. Approximately 35 people attended.

Continued Professional Learning for Staff

Harwood Union Middle and High School and Crossett Brook Middle School have created a learning design for collaborative professional development that will continue in the 2017-18 school year. The continued support focuses on alignment in the approach to proficiency-based learning across both schools in an effort to build greater continuity and success for students coming into Grade 9. In addition, the learning will focus on classroom based assessment practices designed to maximize student understanding and engagement. Specifically, this work will provide time for teachers in the design, scoring, and approach to providing student feedback in the assessment process. The professional development and coaching will be provided by the Great Schools Partnership as a continuation of their work at Harwood Union the past three years.