

Evidence-Based Grading Philosophy

Evidence-Based Grading (EBG) is used to provide students, parents and teachers with an understanding of how well a student understands the class content through a body of evidence. Each class has essential competencies (standards) and targets that are assessed using evidence that the student provides. Through assessing these competencies and targets, we can gain clarity about the students' learning, strengths, and areas for growth. EBG uses proficiency scales rather than points, and students reflect on their knowledge and skills throughout the course. At the end of the semester, the teacher then reviews the evidence provided by the student for each target and then converts it into a traditional letter grade, based on predetermined, transparent criteria.

EBG's goal is to move the conversation to how well a student is learning and gaining proficiency in a class, rather than collecting points. The conversations that we would like to have with students are about learning. How well a student is doing in class should be based on proficiency in skills and not points collected. It should also be transparent, with proficiency of a skill easy for students and parents to understand.

Definition of Competencies

Competencies describe broad process skills; They are what the class is about, phrased in short 1-3 word chunks (For example, "Writing", or "Create Mathematical Representations").

Definition of Learning Targets

Learning targets fall under the broad competencies and are the skills that students can do. We look to the learning targets for evidence of understanding and demonstrations of learning, and use students' proficiency in specific learning targets to determine proficiency in a competency.

Definition of Marks

For each of the learning targets and competencies, in the StudentVUE and ParentVUE gradebook, there will be marks used to represent their proficiency. In order for students to gain proficiency, it is expected that they will engage in practice opportunities and assessments.

Practice opportunities: These prepare students for the assessment of the learning target or competency. These practice opportunities include in-class assignments and activities, homework, and possibly formative (practice) assessments. These assignments will be graded based on participation and completion. Teachers and students will discuss feedback. Missed practice opportunities will need to be made up and/or discussed with the teacher, *should a student be unable to show evidence of proficiency*.

Assessments: These are projects, tests, papers, presentations, and are used to determine the proficiency of a learning target and competency. This work will be completed after several practice opportunities, and are a measurement of student understanding of learning targets and competencies. Multiple learning targets and/or competencies may be measured by one assessment.

Assessment Marks: These marks are as follows:

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- 4: Advanced
- 3: Proficient
- 2: Developing
- 1: Attempted
- M: Missing, can be made up
- N: Missing, can no longer be made up
- I: Incomplete
- Yes: Practice Opportunity was completed
- No: Practice Opportunity was not completed

Projected Grade: This is shown as a separate assignment in the gradebook to communicate how a student’s work is trending to determine an ultimate letter grade. The first letter indicates where the student is at that specific moment in time. The second letter indicates where the grade may trend based on student growth and behavior.

- A/B
- B/A
- B/C
- C/B
- C/D
- D/C
- D/F

Grade determination

The semester letter grade will be informed by the student’s learning proficiencies over the semester-long body of work with consideration to retained proficiencies and growth over time. Mastery of learning targets leads to mastery of course standards which in turn leads to mastery of the course.	
Semester Letter Grade	Advanced (4) Proficient (3) Developing (2) Attempted (1) Trends in Proficiency Levels on Course Standards
A	All standards achieved at “3” or “4” levels
B	All standards achieved at “2”, “3” or “4” levels with at most one standard at “2” level
C	All standards achieved at “2”, “3” or “4” levels with two or more standards at “2” level
D	All standards achieved at “1”, “2”, “3” or “4” levels with at most one standard at “1” level
F	All standards achieved at “1”, “2”, “3” or “4” levels with two or more standards at “1” level
Important Note: If a student has missing evidence in the form of M (can be made up) or N (cannot be made up) in any amount, then the student runs the risk of failing the course. In these cases, there may not have enough evidence to determine target proficiency nor a course grade.	

Homework/Practice Opportunities

Homework and classwork are considered practice opportunities and are not counted toward the final grade. In the same way that an athlete or singer would not be judged based on what they do in practice or at a rehearsal, a student's practices should not negatively impact their grade. There will be a category in the gradebook called "Practice Opportunities" and there you will only see "Yes" or "No"; "Yes" signifying that the practice opportunity has been completed and turned in, and "No" signifying that the practice opportunity was not turned in. Teachers provide specific feedback on the practice opportunity in order to provide direction for improvement. A student is not required to redo practice opportunities. Should a student not be able to show proficiency on a learning target, they will need to complete and turn in any learning opportunities that were not already completed prior to re-assessing.

Re-Assessment Opportunities

Learning is not paced the same for every student, so reassessment is encouraged along the journey of a semester. We want to be able to capture evidence of learning when it occurs, especially when further development of understanding is gained from additional practice. Teachers may offer a redo opportunity for a particular assessment within a finite grading interval. A learning target, however, may be reassessed throughout a semester.

How will I know if my student needs my help?

You can tell if your student is completing assignments by looking at marks for practice opportunities. Though these are not "counted" toward the final grade, they can be used toward determination of growth and as an indicator of your student's overall engagement in class.

Work that is used to determine proficiency of a learning target should have a mark of 4, 3, 2, or 1. These indicate where your student currently is with that learning target. The goal is 3, which signifies proficiency. Should you see a "M" for an assessment, you will want to speak with your student about that. It means there is an assessment that has not been completed, but can still be turned in. Should you see a "N" for an assessment, you will want to speak with your student about that assessment. They will need to speak to their teacher about next steps, as the original assessment is no longer being accepted. Late assessment policies should be included in the class syllabus and/or Plan for Success.

Should you want to contact your student's teacher, you can find their contact information in the grade level Plan for Success. Your student's advisor will be their 4th period teacher (6th period for seniors) as indicated in ParentVue/StudentVue, and they will be your main contact throughout the year.

Additional Academic Support for Students

If students are struggling to obtain proficiency, many sources of help are available. Students will have opportunities to meet with teachers during traveling advisory, which will be offered at least once per week during the school day. Students can opt-in to classes where they feel they need more help, and/or teachers will assign students to specific traveling advisory sessions based on areas of concern.

In addition, after school learning labs are available 4 times per week, from 2:55-3:30 pm. Please consult

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your student's grade level Plan for Success for more information about specific learning labs.

Extended learning labs for math and humanities will be offered to all students twice per week, from 3:30-4:30 pm. Please consult your student's Plan for Success, or the school newsletter and/or website www.biosciencehs.org, for more specific information.

Adapted from Stevenson High School's Evidence Based Reporting (EBR
<https://www.myebrexperience.com/>),