



Sanborn Regional School District Grading and Reporting Information

2021-2022 School Year

INTRODUCTION

This grading manual was created to help families understand what, why and how we assess student learning through grading and the grading system. School building administrators can help answer questions you may have about this process so that we all have a common understanding of our grading practices.

OUR THREE PURPOSES FOR GRADING AND REPORTING



UNDERSTANDING

of student learning as it relates to their academic progress, as well as social/emotional growth.



PERSONALIZATION

of the instruction and lesson design to meet the needs of every student.



COMMUNICATION

with parents and guardians about academic progress and our Portrait of a Graduate skills and dispositions.

EVIDENCE OF LEARNING

Teachers collect evidence of learning throughout the school year. This evidence is entered into the gradebook regularly, and the frequency can differ from class to class.

This **Evidence of Learning** can fall into one of three areas:

1. **Product evidence:** Learning that reflects what students have learned in their **academic** classes (Math, History, Art, etc.)
2. **Process evidence:** Work Study Practices – these are **life ready skills** like cooperation, responsibility or communication that are listed in our [Graduate Success Profile](#).
3. **Progress evidence:** These are **scores on standardized tests** such as the NHSAS, NWEA, or SAT for example. These tests measure student learning growth over a long period of time.

PRODUCT EVIDENCE

Traditionally, the only things entered into the gradebook are assignments that demonstrate student academic achievement and performance: tests, quizzes, projects, labs, papers, etc. These are examples of PRODUCT evidence.

Sometimes, the evidence is collected, but does NOT count toward the final grade for the class because it is practice. Practice is important for all students, K-12, because it tells students and teachers if learning is happening the way we expect it to occur. These practice pieces of evidence will be recorded in Alma with an asterisk (*) in front of their titles to tell students and families that they are NOT counted toward the final grade.

PROCESS EVIDENCE

We also collect evidence of our students' Work Study Practices, which are directly linked to the Portrait of a Graduate. These include Creativity, Responsibility, Assertiveness, Empathy, Self-Control and Cooperation/Teamwork. Homework completion, punctuality, working in groups, listening and contributing to conversations are all examples of this PROCESS evidence.

PROGRESS EVIDENCE

NWEA, Fountas & Pinnell Reading Benchmarks, & NHSAS are just a few examples of the PROGRESS evidence that is used for teacher reference and is also communicated to families in letters sent home with these scores. This evidence is not part of a student's final grades.

COMPETENCIES & MEASURING LEARNING

SRSD K-12 GRADUATION COMPETENCIES

[SRSD K-12 Graduation Competencies](#) were developed in August, 2021, and are based on state and national standards. They specifically describe the most essential content knowledge that students will need to truly emerge from the educational experience college and career ready, as described in the Graduate Success Profile. The same competencies will be reported on for all the content areas that students experience every year from Kindergarten through 12th grade, which creates a consistent set of information and data across the district. The revisions are an improvement that will:

- Help teachers and families clearly understand areas of growth and need
- Enable the teachers to make adjustments based on past performance, and use intervention programs when the need arises
- Allow the district to evaluate programs and instructional practices to make changes
- Provide clear evidence to learners of their progress

The competencies will show up in Alma Grade Reports for each marking period, and will have assignments tied to them in the Gradebook.

MEASURING LEARNING

In order to determine student progress on competencies, teachers will be measuring student learning by using clearly defined benchmarks. Specific student performance expectations for each grading period will clarify for students, families and educators exactly what students know and are able to do, and how to help them when they need assistance.

If students are struggling on topics that are in the benchmark, teachers will be able to identify these issues more easily in order to provide them with instruction to help them learn the topics. Grades in the grading reports will reflect how well students are performing based on expectations for their performance at any point in time in the school year. If students need additional support, they may be referred for intervention.

At Sanborn, we believe in a growth mindset, which means that part of learning includes making mistakes and having an opportunity to fix them, such as redoing an assignment or reassessing. **Reassessment is a practice used with students who have not yet demonstrated that they understand specific knowledge or skills within a content area during a marking period.** Students may only need to redo one or two questions in a larger assessment once they've studied more or received additional instruction on a topic to show that they've learned the topic. Students will be given opportunities for reassessment within the marking period (i.e. concepts covered in the fall will not be reassessed at the end of the school year) so that the learning is still fresh in their minds.

REPORTING

PURPOSE OF REPORTING SYSTEM

The purpose of our reporting system (Alma) is to record growth in student learning in the areas of product, process and progress. It communicates information to families, students, and educators so that they can monitor learning on an ongoing basis. Grades are updated regularly for families and students to check. Some courses may have more frequent updates, depending on how often they meet and the type of work they do in class.

PURPOSE OF GRADE REPORTS

The purpose of our grade reports, or report cards, is to communicate student learning growth and achievement on learning goals and competencies to students, families, and others. They identify students' current levels of advancement in relation to these goals, areas of strength, and areas where additional time and effort are needed. Grade reports are issued at set times throughout the year and are emailed to families through Alma.