



Rochester School District

Competency-Based Assessment & Grading Philosophy Statement

Purpose

In the Rochester School District, assessment and grading have many purposes: providing feedback to students, parents, and teachers, documenting student progress, and guiding instructional decisions. In a competency-based system, instruction and assessment are driven by course-defined competency statements and performance indicators.

Competency Statement & Performance Indicators Defined

Competency is a mastery of knowledge and content in a setting that requires a student to apply learning within or across content domains. A competency statement speaks to the overarching enduring understandings that a student gains as a result of active learning. From the student perspective, the competency statement really answers the question: "Why are you asking me to learn this?" Teachers in the Rochester School District have developed competencies in each of the content areas. Grade-level and course competencies are consistent across the district. These competencies are driven by national, state, and local standards.

Each competency has multiple performance indicators that are assessed to determine student mastery. Performance indicators are the specific measurable stages of student achievement. They describe what the students should know and be able to do. Performance indicators are a demonstration of a student's learned concepts, content, and skills. A student's level of competence is determined by the assessment results from the performance indicators.

Assessment Rubrics & Grading Scales

Teachers will report student progress in core courses using the grade-specific mastery rubric outlined below and will also report on *Habits of Engaged Learners* (see end of document). A student's grades will represent his/her level of mastery toward reaching the defined competencies. Extra credit (i.e., bringing in an item for the food drive, bonus points on a test, or attending a school event) will not be used in determining a student's academic grade.

K-3 Student assessments will be scored Exceeds Competent (E), Competent (C), Not Yet Competent (NYC) or Insufficient Work Submitted (IWS) and will also report on *Habits of Engaged Learners* (see end of document).

E Exceeds Competent	C Competent	NYC Not Yet Competent	IWS Insufficient Work Submitted
In addition to Competent: Extends knowledge and skills beyond essential content knowledge and skills.	Essential content knowledge and skills are demonstrated consistently and student applies content and skills using strategic thinking.	Essential content knowledge and skills are demonstrated inconsistently, incompletely or inaccurately.	Insufficient evidence is submitted to measure competence.

4-12 Student assessments will be scored Advanced (A), Beyond Competent (B), Competent (C), Not Yet Competent (NYC) or Insufficient Work Submitted (IWS) and will also report on *Habits of Engaged Learners* (see end of document).

A Advanced Competent	B Beyond Competent	C Competent	NYC Not Yet Competent	IWS – Insufficient Work Submitted
In addition to Beyond Competent: Extends understanding of essential content and skills using other content areas and real world applications.	In addition to Competent: Essential content and skills are extended with increased complexity and depth of understanding.	Essential content knowledge and skills are demonstrated consistently. Applies content and skills using strategic thinking.	Essential content knowledge and skills are demonstrated inconsistently, incompletely or inaccurately.	Insufficient evidence is submitted to measure competence.

Assessment Rubrics & Grading Scales

Unified Arts Assessment Rubrics & Grading Scales

K-8	<i>Elementary Level:</i> Music, Art and Physical Education and <i>Middle School Level:</i> Quarter long exploratory classes (General Music, Art, Physical Education, Computer Technology, Family & Consumer Science, Exploratory Modern & Classical Languages, Health, and Vocational Education) will be scored Exceeds Competent (E), Competent, Not Yet Competent (NYC) or Insufficient Work Submitted (IWS) and will also report on <i>Habits of Engaged Learners</i> (see end of document).
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E Exceeds Competent	C Competent	NYC Not Yet Competent	IWS Insufficient Work Submitted
In addition to Competent: Extends knowledge and skills beyond essential content knowledge and skills.	Essential content knowledge and skills are demonstrated consistently and student applies content and skills using strategic thinking.	Essential content knowledge and skills are demonstrated inconsistently, incompletely or inaccurately.	Insufficient evidence is submitted to measure competence.

6-8	Student assessments for full year courses (Chorus, Band, French I and Spanish I) will be scored Advanced (A), Beyond Competent (B), Competent (C), Not Yet Competent (NYC) or Insufficient Work Submitted(IWS) and will also report on <i>Habits of Engaged Learners</i> (see end of document).
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A Advanced Competent	B Beyond Competent	C Competent	NYC Not Yet Competent	IWS – Insufficient Work Submitted
In addition to Beyond Competent: Extends understanding of essential content and skills using other content areas and real world applications.	In addition to Competent: Essential content and skills are extended with increased complexity and depth of understanding.	Essential content knowledge and skills are demonstrated consistently. Applies content and skills using strategic thinking.	Essential content knowledge and skills are demonstrated inconsistently, incompletely or inaccurately.	Insufficient evidence is submitted to measure competence.

Reporting on Student Achievement

Student achievement will be reported through progress reports and report cards. In addition, parents can use the Infinite Campus Parent Portal to monitor their child's progress. Each progress report or portal check-in is a "snapshot" of where a student is on his/her learning journey.

K-3	The competency report card will communicate a student's achievement by competency for each area of study at regular intervals and a final competency grade at the end of the year.
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4-8	The competency report card will communicate a student's achievement by competency for each area of study at regular intervals and a final competency grade at the end of the year. The report card will also communicate an overall "snapshot" for each core area of study and report a final grade at the end of the year. Unified Arts courses will communicate a student's achievement by competency.
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9-12	The competency report card will regularly communicate a student's achievement by competency, for each area of study. The report card will also communicate a student's final course grade. In a competency-based course, a student gains credit only with the demonstration of mastery.
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9-12	Courses at the high school level are weighted. This weighting is used to calculate the grade point average (GPA). GPA is the total number of grade points accumulated using a weighted scale, divided by the total number of credits attempted. This weighted scale is designed to acknowledge students who challenge themselves by taking more rigorous classes. A student's class rank is determined by their cumulative GPA.
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Types of Assessment

Throughout the year, the student will have multiple and varied opportunities to demonstrate progress toward mastery of course competencies. This is accomplished through formative and summative assessments that are aligned with performance indicators.

Formative Assessment *for Learning*

In order for a teacher to measure student progress toward mastery of performance indicators, formative assessments are used to gauge student understanding and to provide feedback for further learning. Formative assessments are informative for the teacher; the teacher uses the student learning data gained from formative assessments to shape his/her instruction for the students. These assessments help students move forward in their learning toward a specific goal and measure individual progress. Examples include, but are not limited to, teacher observation, verbal and written checks, activities that reinforce skills, small daily quizzes, worksheets and practice exercises. This type of assessment is used for planning appropriate instruction for students as they learn. **Formative assessment is weighted no more than 10% of a student's grade.**

Summative Assessment of Learning

In order to measure a student's mastery of the competencies, summative assessments are used. Summative assessments provide cumulative data that indicate the level of student learning for reporting purposes. They allow teachers to make judgments about student achievement at the end of a sequence of instruction. Summative assessment tools may include tests, quizzes, projects, performances and/or products. These assessments are rigorous and include a variety of opportunities to demonstrate depth of knowledge. **Summative assessment is weighted no less than 90% of a student's grade.**

Relearning and Reassessment Opportunities

The Rochester School District recognizes that students learn at different rates; therefore, they will be provided with summative relearning opportunities that begin in the classroom with differentiated instruction and further assessment.

The relearning and reassessment processes may take several forms, as determined by the classroom teacher; additional resources may include intervention teachers or an individualized plan based on the student's needs. For example, the student, with the teacher's assistance and guidance, may demonstrate competence in the area of need or the student may require more intensive instruction.

Final Grades K - 3

Students receiving a majority of Not Yet Competent (NYC) and/or Insufficient Work Submitted (IWS) final grades in reading and/or mathematics competencies will be required to participate in tiered intervention programs, before/after school programming and/or a school sponsored summer program before being promoted to the next grade.

K-5 If, after participating in these programs, the student still has not demonstrated competency, the school will develop a plan to address these areas of academic need either in the next grade or through retention. The principal has the final say in grade level placement.

Final Grades 4 - 5

In order to be promoted to the next grade, students need to demonstrate competency in all core academic areas (reading, English/language arts, mathematics, science and social studies). A student who has not demonstrated competency in the academic core as reflected in his/her final overall grades will be required to attend a competency completion program to be considered for promotion. This may include participation in the school's summer program.

If a student does not demonstrate competency by the end of the summer program, the school will develop a plan which will outline how the student will reach competency. This plan may require retention. The principal has the final say in grade level placement.

6-8	<p>Relearning opportunities will be facilitated by the classroom teacher; additional resources may include intervention teachers, online learning opportunities, or an individualized plan based on the student’s needs. Reassessment opportunities do not necessarily duplicate the design of the original assessment. Reassessments are given once relearning has occurred and communication with parent/guardian has taken place. <i>The reassessment grade will replace the previous grade.</i></p> <p>The relearning process may take several forms, as determined by the teacher. The teacher will design a relearning plan with the student, which will be communicated to the parent/guardian. For example, a completion calendar may be created outlining what relearning will be done within an agreed upon time frame.</p>
	<p>Final Grades 6 - 8</p>
	<p>In order to be promoted to the next grade, students need to demonstrate competency in all core academic areas (reading, English/language arts, mathematics, science and social studies). A student who has not demonstrated competency in the academic core as reflected in his/her final overall grades will be required to attend a competency completion program to be considered for promotion. This may include participation in the school’s summer program.</p> <p>If a student does not demonstrate competency by the end of the summer program, the school will develop a plan, which will outline how the student will reach competency. This plan may require retention. The principal has the final say in grade level placement.</p>
9-12	<p>Relearning opportunities will be co-planned by the classroom teacher and student; additional resources may include intervention teachers, online learning opportunities, or an individualized plan facilitated through Alternative Pathways, based on the student’s needs. Relearning and reassessment opportunities do not necessarily duplicate the design of the original learning or assessment. Reassessments are given once relearning has occurred and communication with parent/guardian has taken place. <i>The reassessment grade will replace the previous grade.</i></p> <p>The teacher will design a relearning plan with the student that will be communicated to the parent/guardian.</p>
	<p>Final Course Grades 9 – 12</p>
	<p>Relearning opportunities are required for students who receive a class/course grade of Not Yet Competent (NYC). A plan with an identified timeline for completion will be developed for all students earning an NYC. If the established timeline is not adhered to and there are no extenuating circumstances, the NYC will be changed to an F. The length of the timeline will be as short as possible and should not exceed one semester and one summer from the time the NYC is received. If a student with an NYC retakes the course, the NYC will be changed to an F for the previous course.</p> <p>Upon graduation or if a student withdraws from the Rochester School District, any remaining NYC’s will be converted to an F. Students who do not submit sufficient evidence to measure competence will receive a class/course grade of Insufficient Work Submitted (IWS). Students earning an IWS will be required to repeat the course and the final grade will be converted to an F.</p>

Criteria for Reassessment

Criteria for Reassessment				
K-5	Original Grade	Eligible for Reassessment	Number of Possible Reassessments	Possible Grades
	Not Yet Competent (NYC)	Yes	As many opportunities as needed for a student to reach competent. Once the student reaches competent, he/she may have one more opportunity to exceed competent.	E, C or NYC (K-3) A,B,C or NYC (4-5)
	B (4-5) or C (K-5)	Yes	One additional opportunity to exceed competent.	E or C (K-3) A,B, or C (4-5)
6-12	Original Grade	Eligible for Reassessment	Number of Possible Reassessments	Possible Grades
	Not Yet Competent (NYC)	Yes	As many opportunities as needed for a student to reach competent. Once the student reaches competent, he/she may have one more opportunity to exceed competent.	A, B, E (Unified Arts), C or NYC
	C	Yes	One additional opportunity to exceed competent.	A, B, E (Unified Arts) or C
	B	Yes	One additional opportunity to exceed beyond competent.	A or B

Habits of Engaged Learners

Personal and interpersonal qualities such as attitude, work ethic, respect for others, self and materials, readiness for work, cooperation and collaboration are not only necessary for a successful educational experience, but are essential lifelong skills. The Habits of Engaged Learners will be reported out at regular intervals. It is important that these habits of learning are communicated to students and parents, but not included as part of the evaluation of a student's academic achievement.

Exceeds Expectations	<p>Student has a positive effect on the learning and school environment and plays an active role in his/her academic success. This may be displayed through the following classroom observations:</p> <ul style="list-style-type: none"> • Student adds to the learning environment. • Student is consistently punctual, engaged, and motivated during academics. • Student is respectful, independent, compliant, and consistent with behavioral norms of the classroom. • Student accurately self-assesses academic, physical, and emotional needs and actively seeks appropriate supports. • Student consistently and actively works towards group goals; willingly accepts and fulfills individual role within group.
Meets Expectations	<p>Student requires support in order to have a positive effect on the learning and school environment and to achieve academic success. This may be displayed through the following classroom observations:</p> <ul style="list-style-type: none"> • Student participates in the learning environment. • Student is usually punctual, engaged, and motivated during academics. • Student is usually respectful, independent, compliant, and consistent with behavioral norms of the classroom. • Student will access appropriate support for academic, physical, and emotional needs when prompted. • Student works toward group goals with occasional group prompting; accepts and fulfills individual role within group.
Needs Improvement	<p>Student has a negative effect on the learning and school environment and does not access support to achieve academic success. This may be displayed through the following classroom observations:</p> <ul style="list-style-type: none"> • Student detracts from the learning environment. • Student is rarely punctual, engaged, and motivated during academics. • Student is rarely respectful, independent, compliant, and consistent with behavioral norms of the classroom. • Student refuses or ignores appropriate support for academic, physical, and emotional needs which often leads to behavioral interventions. • Student works toward group goal only when prompted.