

How do you see and interpret your child's grades?*

In order to see your student's progress through the standards or competencies, you need to look at the descriptions of their assignments. Use the following steps to do so:

1. **Open** your student's **PowerSchool** grades for each class.
2. **Click** on the quarterly letter grade for one of your student's classes.
3. **Review** the assignments and their corresponding score codes. There you will also see if an assignment is *formative* or *summative*. If not, proceed to step 4.
4. **Click** on the title of one of the assignments to see additional information in the assignment's description. If you are unable to click on the assignment title, there is no additional information.
5. **Please keep in mind** that many *summative assessments* measure multiple standards and/or competencies, so there will be multiple "assignments" and grades associated with that summative.
6. If you have any questions, don't hesitate to contact your student's teacher.

* These instructions are for the web-based parent portal, and *not* the mobile app.



Frequently Asked Questions

What are the competencies and/or standards and where can I find them?

SAU 16 has adopted the NH College and Career Ready Standards for each subject area and adapted them for our use. We are currently working on a common K-12 document that outlines these standards. These will be made public on our school website when they are finalized. Currently, you can get the competencies and standards from your student's teacher.

How will I know how he/she is doing?

While the score codes are new, all other aspects of grade reporting remain the same for digital monitoring (Powerschool). Teachers continue to communicate with parents if students are not making expected progress. In addition to Parent-Teacher Conferences in November, a meeting with the team or specific teachers can be scheduled at any time.

Does CBE define how teachers teach?

No. CBE is not a curriculum. CBE defines clear goals and learning expectations. Teachers develop lesson plans, activities, and assessments and tailor their lessons to the individual needs of their students.

How does CBE work with a 504 Plan or an IEP?

The 504 Plan and IEP are followed within the CBE system. Moving forward, competencies and standards in specialized instruction will be linked to the scope and sequence of the research-, evidence-based programs. At times this may require a modified or vertically-aligned standard. Habits of Learning take into consideration the disability or need and may be modified by the 504 or IEP Team.

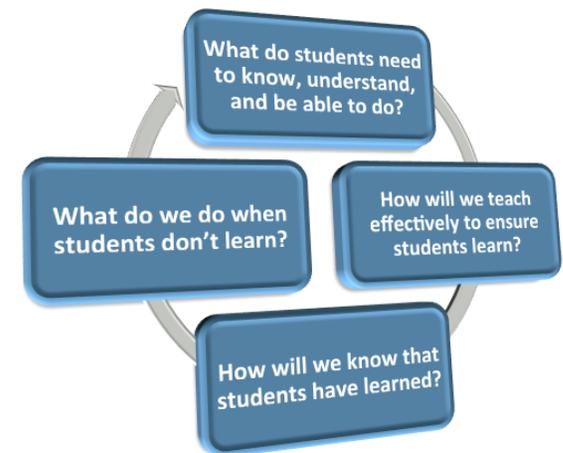
Cooperative Middle School



2016-2017

Competency-Based Education (CBE)

In cooperation with the NH Department of Education, the Cooperative Middle School has implemented a competency-based education model where students apply content and skills across the content area(s) through the learning of individual standards.



What Distinguishes Competency Education?

CBE refers to student progress on the basis of mastery of skills and knowledge, rather than completion of courses with a passing grade.

Traditional Education	Competency-Based Education
Grades are recorded by type of assessment (ex. test, quiz, project, lab, homework).	Student achievement is recorded by competency.
Assessments are considered to be tests, quizzes, etc.	Assessments are broken into two categories: formative and summative
Assessments report an overall grade with little or no information shared on what learning targets were achieved or missed.	Assessments provide feedback which is directly tied to the standard and / or competency.
Tests are “terminal” events: the grades you get are final and you move on to the next topic whether or not you understood the material.	Students who have not met the standard can participate in the relearn/retake process.
Academic achievement and behavior could be combined and reported in the student’s overall average	Academic achievement is reported for each competency. Learning processes and behaviors are reported separately.
Grades are calculated by point values which are unique from teacher to teacher.	Competency grades are measured by using common practices at the grade/subject level.

Glossary of Terms

Competency: A set of content knowledge and skills a student must demonstrate within the context of a grade and level and subject.

Standards: Specific content/skills that support a subject and grade-level competency. A competency is usually comprised of multiple standards.

Rubric: A communication tool used to define learning expectations and promote consistency in evaluating student work products. Rubrics provide concrete feedback to be used for revision and self-improvement. They appear as a grid with the relevant standards measured on a summative assessment on one axis and descriptions of performance on the other.

Formative Assessments: Assessments that capture a student’s progress through the learning process and explain to what extent a student is learning a concept or skill. These assessments are considered practice, and therefore are not weighted more than 10% of an overall quarterly course grade. Examples include homework, classwork, and quizzes.

Summative Assessments: Performance-based assessments that demonstrate what a student knows and is able to do at a certain point in time. They are linked to one or more of the competencies for the grade and subject and are weighted at least 90% of an overall quarterly course grade. Examples include performance tasks, research projects, presentations, labs, essays and other writings, tests, and inquiry tasks.

Relearn/Retake: Relearning offers opportunities for students to remediate standards or skills they may have missed on summative assessments. Retakes are offered as alternate opportunities for students to demonstrate improved understanding or proficiency of the standard

Habits of Learning: The skills and behaviors that students need to be college and career ready. At CMS, the levels of achievement are defined in rubrics and are separated into two categories; Habits of Learning Practices and Habits of Learning Behavior.

Score Codes

CMS Score Codes on Formative and Summative Assessments as reported on assignments:

CMS Scores on Formative and Summative Assessments	
E = Exemplary	(A) in PowerSchool Student has thoroughly demonstrated an <i>advanced</i> understanding of essential content and skills with a high degree of complexity, application, and depth.
A = Accomplished	(A-) in PowerSchool Student meets expectations and demonstrates some achievement towards the next level.
M = Meets Expectations	(B) in PowerSchool Student has consistently demonstrated <i>essential</i> content knowledge and skills, and applies content and skills using strategic thinking.
P = Partially Meets Expectations	(C-) in PowerSchool Student partially meets expectations and demonstrates some achievement towards the next level.
N = Not There Yet	(U) or a 55% in PowerSchool Student has not demonstrated essential content knowledge and skills completely or accurately.
X = Little to No Evidence Submitted (U) or a 40% in Powerschool	Student has submitted <i>minimal or no evidence</i> to measure competence.

Habits of Learning is reported as *Learning Practices* and *Learning Behavior* according to the following score codes and a school-wide rubric can be found on our website. Students will receive a score of either an 3 (M), 2 (P), or 1 (N) for each.

3 (M) = Meets Grade Level Expectations
2 (P) = Partially Meets Grade Level Expectations
1 (N) = Not There Yet - Moving Toward Grade Level Expectations

