

Wilton Lyndeborough Cooperative MS/HS
Principal's Report
From The Desk Of:
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WLC News:

Top 10 Luncheon was held on Thursday May 30th.

New Hampshire Scholars were recognized at the State House in Concord on May 30th. Those seniors attending included Robert Hayden, Casey Melrose, Andrea Heck, Heidi Stearns, Casey Montefusco, Kevin Scriptor, Cory Partridge, Taylor Roche, Sarah Higgins, Marissa Courtemarche, and Kathryn Stickney.

Awards Night for the senior class was held on Thursday May 30th. Local scholarships were handed out and several seniors were honored for their achievements.

Eighth grade graduation was held on Thursday June 6th.

High School graduation was held on Friday June 7th.

Yearbooks are still available.

Curriculum Requests: I've approved several requests for summer curriculum work. Teachers will be working on a wide variety of items of which include common core, competencies, power school training, writing curriculum for newly taught courses, etc.

Washington DC 8th Grade Trip: Because the trip has become so expensive and the number of students attending has declined over the past several years we're investigating the option of an outside agency (Cheshire YMCA) to organize and run future trips. I'm hoping to have a representative from Cheshire YMCA attend a future Board Meeting this summer to explain the process.

The Coop Connection sponsored the Spring Fling on Friday May 31st. It was a great time. I would like to thank the Coop Connection for organizing and running a very successful event. They received the assistance of three board members Harry Dailey, Fran Bujak, Carol LeBlanc and 6th grade teacher Laura Bujak who braved the 90 degree plus weather to barbecue hamburgers and hotdogs.

Sports Night will be held on Wednesday, June 12th at 5pm.

Competency Committee Information: Information listed below was shared with the School Board on May 28th.

Competency -Based Grading & Traditional Grades

Competency-based grades - are used to report the level of achievement of each student on an identified competency. The only thing that matters on a competency grade is whether the student is proficient in the material. Attendance, late work, or compliance is **not** included in the calculations of a competency grade.

The grade on the competency determines whether a high school student receives **credit** for the course.

There may be as many as **6** competency grades for a class or as few as **1** competency grade.

Traditional grades - are used to report the level of progress, overall, in the class. While the traditional grades should report each student's level of progress on learning the material, these grades may also reflect attendance, behavior, compliance, and other social skills which are important for learning.

The traditional grade is used to figure GPA, class rank, sports and other extracurricular eligibility.

There is one traditional grade for each course.

The Scales

The scales for the grading are separate entities and are not equivalent or convertible.

Competency-based grading - The scale for the competency-based grading is a 4-point scale. The goal is for students to be "proficient" or "3" on the competency to earn the credit for that competency.

This scale is based on work done by Mid-continent Research for Education and Learning laboratory (McREL) and Robert Marzano.

The 4-point scale was adopted by the piloting team because it was different from the traditional percentage scale. Since WLC is proceeding with the use of both competency-based grades and traditional grades, having a separate scale for each would reduce confusion, especially for parents.

Traditional grading - The scale for traditional grading is a standard percentage scale.

Competency Grades in the Middle School:

The middle school level courses do not award credits. What purpose do competencies and competency grades serve in the middle school?

- *•Allow teacher and student (and parent) to easily identify strengths and weaknesses*
- *•Focus remediation on weak areas*
- *•Enable alternative means for learning outside the classroom*
- *•Allow students to attain proficiency of academic skills needed for High School*
- *Identifies students eligible for honors courses and remediation in high school.*

FAQs

When a student doesn't complete an assessment how is it recorded? A competency grade reflects what the student knows or is able to do. If a student hasn't turned in a competency assessment, then there is no way of knowing what he/she knows or doesn't know. There is NO competency grade. The assessment should be marked as "not completed" with a "nc" code in the competency grade field of powerschool/teacher. In the traditional grade, the assessment may still be recorded as a zero.

What happens when there is only 1 assessment for the competency because the student has not completed the others? In order for a student to be considered "proficient" for a competency, the student must complete a "body of evidence". Powerschool cannot automatically compute the final competency grade if there are missing competency assessments.

Parents, students, and administration need to be aware of **missing** or **not completed** scores in the competency grades. When a competency assessment is missing, the teacher should override the final competency grade, with NC, indicating that the student has not completed competency assessments.

How is "effort" and/or "participation" counted? Effort, participation, and compliance are not a part of a competency grade. Teachers may use effort, participation, compliance, timeliness, and behavior as a part of their traditional grades.

What is an assessment? A competency assessment is a task (quiz, test, performance, project, writing assignment) designed to measure the student's ability or understanding of at least one competency).

How is homework graded in the competency? Homework is not a part of a competency grade. Competency grades only reflect assessments, measures of students' knowledge or skill. Competency assessments may be completed or worked on at home. Homework graded

solely on completion is not included in the competency grade. Homework completion can be reflected in the traditional grade.

How do competencies work for courses for which students take more than once and have previously earned credit? (Not credit recovery) Once a student has met the competencies for the course, he/she receives credit for the course. When a student takes the same course again for additional credit, the competencies need to change. This change could be addition of new competencies or change in the expectations for existing competencies.

What if students are proficient on the course competencies, yet are not passing the course? Credit for a course is determined by the competencies NOT the traditional grade. The student would receive credit for the course but a failing grade would appear on the transcript and figure into the students' GPAs.

What is the role of the mid-term and final exams? The mid-term and final exams should not be the **only** competency assessments. Students who have met competencies may be excused from midterm/final exams. Exams may also be used as remediation or assessments to determine eligibility for credit recovery.

When should a student start remediation? Remediation begins when a student demonstrates a lack of proficiency in a competency (has a 1 or a 2 as a competency grade). Remediation can take many forms, including re-teaching to a class. Remediation opportunities should NOT solely wait until the end of the course.

Is it now the responsibility of the teacher to see that all students are proficient in all competencies? No, it is the responsibility of the teacher to offer the student opportunities for remediation during the time of the course. It is the responsibility of the student to use the resources available to meet the competencies. Ultimately, the student is responsible for his/her learning.

When a student retakes a test or quiz, should the competency grade change to reflect the improvement in the grade? The competency grade **MUST** change to show improvement in the student's learning. The teacher may change the traditional grade or not, according to the teacher's grading practice.

What about extra credit? Extra credit for a competency grade should allow the student to demonstrate an "advanced" level on a competency. Extra credit cannot exist just to increase "points".

Isn't a 100 on a quiz or test an automatic "4"? No. If the assessment does not allow the student to apply the learning in a new situation or if the assessment merely allows the student to show that he/she has learned what he/she has been taught, then **100 percent score** on the traditional grade is only a **3** on the competency scale.

What does a 4 mean? A "4" in a competency-based grade means that the student has exceeded expectations. The student serves as a resource to other students, solves complicated problems, and demonstrates independent critical thinking, applying what s/he knows beyond the classroom in new ways. It means that almost all of the students will have "3's" for competency grades. AND THIS IS OK!