



Personalized Learning
Parent Academy #2:
Grading Basics



Objectives

- Understand the “why” behind the grading policy
- Understand how grades are determined
- Understand how to view your child’s grades



Understanding the “WHY” Behind the Grading Policy



The “WHY” Behind the Grading Policy

A grading system must incorporate and align to the values of our learning model.

Our learning model values:

- Cognitive skills (deep, thinking skills) are the best measure of student growth and achievement
- Content understanding is either learned or not learned, and it needs to be mastered
- Growth is the outcome we desire and therefore we should value growth and the student’s best work

Understanding Cognitive Skills and Content



Understanding Cognitive Skills and Content

What are Cognitive Skills?

- Cognitive skills are deeper learning skills
- Each project is built around Cognitive skills
- Cognitive skills are skills that students need to develop in order to be college and career ready
- Examples of cognitive skills are:
 - Justifying/constructing an explanation
 - Multimedia in oral presentation
 - Synthesizing multiple sources



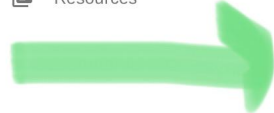
Week

Year

Progress

College

Resources



70%

Power Focus Areas

Genre: Stories Task, Audie... Figurative L... Word Meaning

Additional Focus Areas

Compare and C... Joining and Separ... Commas Verbs

HF Math grade 5

MATH AVG: 5.00

Projects/Math Units

Volume Place Value Whole Number ... Fraction Multip... F

Power Focus Areas

Volume Place Value Whole Number ... Fraction M

Additional Focus Areas

More on Place Value More on Whole Num... Even More on Whole N...

HF Science grade 5

COG SKILL AVG: 3.50

Projects

The Pattern Is ... Forces at ... Th... How Does Your G... Broken Ec

Power Focus Areas

Daily a... Gravity Matter Change... Photos... Ene

Additional Focus Areas

The Sun Engineering Process Scientific

HF Social Studies ...

Projects

My Atlas of ... Letters from the Col... Trading Cards fc

Power Focus Areas

Culture and ... New Empires i... Cross-Cultural... The Road to In... TI

Additional Focus Areas

Human Creativity Economics Civil Rights

70% of grade in course is from Projects.

Project focus is on Cognitive Skills.



Search Students

Mentoring

Student Groups

Educator Tools

Curriculum

Courses

Library

Rubric

Setup

Project Overview

1 Design an Investigation

2 Observe the Shadows

3 Analyze Your Data

★ Present Your Patterns

What is this project about?

Essential Question

- How can scientific tools help me identify and analyze patterns in the world?
- How can the patterns of the sun help me in my everyday life?

Enduring Understanding

- Earth rotates on an axis between the north and south pole that causes patterns.
- One pattern is the daily change in the length and direction of shadows on Earth.

[Read more](#)

Description

You learn about the day/night cycle, what causes it, and how people have been able to tell time before watches and clocks were invented. You collect and analyze data found on sundials and then design an investigation to find patterns in changes in the length and direction of shadows at different times of day. You build a sundial to observe patterns and analyze data based on what you discover. Finally, you combine

[Read more](#)

Cognitive Skills

Designing Processes and Procedures

Identifying Patterns and Relationships

Interpreting Data/Info

Multimedia in Written Production

[View Rubric](#)

Focus Areas - Power

Daily and Seasonal Patterns

[Help](#)

5th Grade Science

Project:

- **The Pattern is in the Shadows**
- **4 Cognitive Skills**

Rubric for The Pattern Is in the Shadows



Inquiry	1	2	3	4
<p>Designing Processes and Procedures</p> <p>Following and/or developing step-by-step processes to use in the course of answering problems/prompts or conducting inquiries/investigations</p>	<p>Identifies a general approach to investigate a question or solve a problem. OR Follows a recommended set of procedures for investigating a question or solving a problem.</p>	<p>Identifies the first few steps in a specific approach to investigate a question or solve a problem. Identifies specific tools or methods.</p>	<p>Creates a step-by-step plan to investigate a question or solve a problem. Identifies appropriate methods, tools, and/or approaches.</p>	<p>Creates an orderly action plan and addresses most aspects of the problem/prompt. Includes a description of appropriate methods, tools, and/or approaches.</p>

Products & Presentations	1	2	3	4
<p>Multimedia in Written Production</p> <p>Integrating technology to create high-quality written products</p>	<p>Uses technology, to produce and publish writing products, as well as interact and collaborate with others.</p>	<p>Uses technology, including the internet, to produce and publish writing products, as well as interact and collaborate with others.</p>	<p>Uses technology, including the internet, to produce and publish writing products, as well as interact and collaborate with others effectively.</p>	<p>Uses technology, including the internet, to produce/publish writing, link/cite sources, and interact/collaborate with others effectively and efficiently. Uses technology/media tools to illustrate ideas or show</p>

Cancel

Very normal for a student to score lower on cognitive skills at the beginning of the year. Grades are based on what students know and can do...evidence of learning as shown on the rubric. Focus is on growth!

Students have many opportunities for practice and continuous improvement with teacher instruction and feedback. (Checkpoints). We want students to grow and improve throughout the year!

Rubric for The Pattern Is in the Shadows



Grade 5 - Levels 1.5 ~ 3.5

Search with keywords...

	1	2	3	4
Analysis & Synthesis Identifying Patterns and Relationships Analyzing and organizing information (including numerical and visual) to identify patterns and/or relationships to answer a question or solve a problem	Makes note of simple connections or patterns from information displayed in structures.	Organizes information into mostly useful structures (tables, concept maps, or graphical displays) identifies patterns with some inaccuracies	Organizes information into useful structures. Accurately identifies patterns and a general relationship among patterns.	Organizes information into useful structures. Accurately identifies patterns and a general relationship among patterns.
Interpreting Data/Info Interpret data and/or information from sources and draw justifiable conclusions from data.	Description or summary of data/information is incomplete or unsupported.	Provides a reasonable interpretation of data/information. Uses a relevant analytic strategy (e.g., sorting, compare/contrast) to characterize the data/information in a general way.	Provides a reasonable interpretation of data/information. Uses a relevant analytic strategy (e.g., sorting, compare/contrast) or concept (e.g., mean, mode) to characterize the data/information.	Provides an accurate interpretation of data/information. Uses a relevant analytic strategy (e.g., sorting, compare/contrast) or concept (e.g., mean, mode) to characterize the data/information.

Cancel

	Cognitive skill scores corresponding to a grade of...		
Grade Level	70%	85%	100%
4	1	2	3
5	1.5	2.5	3.5
6	2	3	4
7	2.5	3.5	4.5
8	3	4	5
9	3.5	4.5	5.5
10	4	5	6
11	4.5	5.5	6.5
12	5	6	7

5th grader received a 2.5 for Cognitive Skill: Multimedia in Written Production in Science, 2.5 = 85%

70% of student grade is 85%

Understanding Cognitive Skills and Content

What is Content?

- Information that students need to know
- Specific content is associated with each project
- Content is divided into 2 types:
 - Power focus areas - core content that every child must learn in order to finish a course and be college- ready
 - Additional focus areas - related, extra and sometimes advanced content for students who are excited about a subject
- Examples of content:
 - Function and structure of a cell
 - Understanding the 13th, 14th and 15th amendment to the Constitution

Back to Demo Home

You are demoing as: Patricia P.

Help



Week

Year

Progress

College

Resources

Biology

COG SKILL AVG: 4.13

Projects

Evolutionary Story of... Ethics of E-Waste Bioremediation

Power Focus Areas

Eviden... Natural ... Food Web... Cells Photosyn... Clim

Additional Focus Areas

Biodiversity Carrying Capacity Mitosis and Stem Cells

Challenge Focus Areas

Advanced Cells Advanced Photosynthesis & ... Advanced D

English 9

COG SKILL AVG: 2.90

Projects

Defining Self Fact or Ficti... Are We Innocent? Pc

Power Focus Areas

T... Pl... P... Arg... Res... MLA... Sen... Kno... W

Additional Focus Areas

Embedding Quotations 9 Meter

Math I

MATH AVG: 4.50

Projects/Math Units

Patte... Featur... Linear & E... Equations & ... Epic Event

Power Focus Areas

Arith... Functi... Domain ... Linear E... Expone... One-vari...

Additional Focus Areas

Sequences as Fu... Linear Equations i... Exponential Funct... Linear Inequ

Modern World 1



Patricia P.

21% from Power Focus Areas (Required)

9% from Additional Focus Areas (Choice)

21%

For Math Specifically - Concept Units and Content

The grading for Math courses includes the grading of Concept Units.

- 70% of a math course grade is based on a student's score in concept units
 - A concept unit is a series of math tasks through which students learn important math concepts
 - Linear Relationships: Understand the connections between proportional relationships, lines, and linear equations.
 -
- 30% of a math course grade is based on passing focus areas

Rubric for Area & Surface Area



Geometry	1	2	3	4	5
Area & Surface Area Solve real-world and mathematical problems involving area and surface area.	<ul style="list-style-type: none">no evidence of understanding area and surface area.	<ul style="list-style-type: none">represent repeated multiplication with exponents, including for area and volume problems.	<ul style="list-style-type: none">find area and surface area, including correct units, for familiar figures.	<p>Solve problems involving:</p> <ul style="list-style-type: none">decomposing a 2-D figure to determine area.working interchangeably between unfamiliar 3-D figures and their nets.	<ul style="list-style-type: none">solve multi-step real-world and mathematical problems involving area or surface area, and justify reasoning.

70%

85%

100%

Cancel

Concept Units each have their unique concept rubric.

Scores from 1-5.

All concepts are weighted equally.

Student must earn a concept score average of 3 or higher.

Students earn concept rubric scores from end of unit assessments.

Concept scores can be revised for higher scores.

Understanding How Grades are Determined



Grading Basics

Every student will earn a final grade at the end of the year.

These grades will fall in the following range:

- 90% and up is an A
- 80% and up is a B
- 70% and up is a C
- Below 70% is an incomplete
 - There are no “Ds” in this program.

A student will earn an INCOMPLETE if:

- he/she fails to turn in 100% of projects
- he/she fails to pass of all his/her power focus areas
- he/she has an average cognitive skill below grade level

Review

Cognitive Skills (Projects) make up 70%

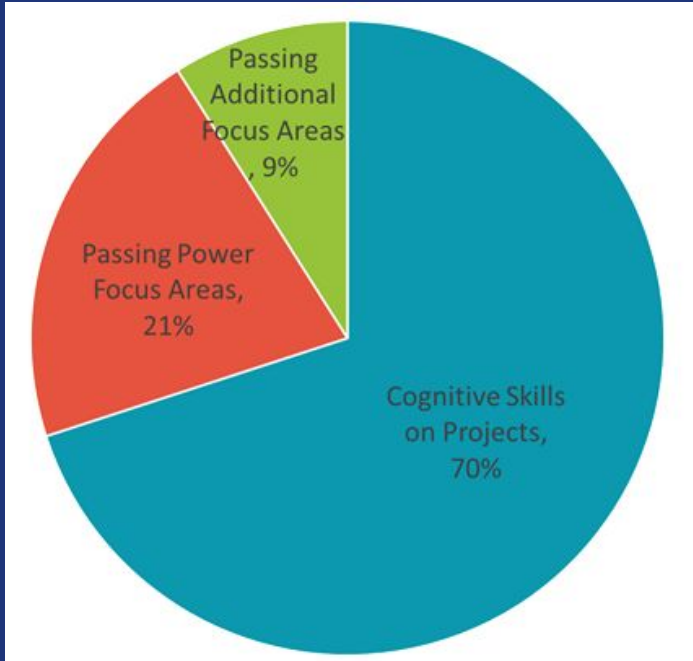
- grading based on cognitive skill scores
- only the highest grade for each cognitive skill is counted in the final grade
- cognitive skills assessed more frequently count for more in the final cognitive skill grade

Content (Focus Areas) makes up 30%

- 21% is from Power Focus Areas
- 9% is from Additional Focus Areas (credit is given for number completed)

Additional Considerations

- every project must be completed to pass a class
- every Power Focus area must be passed to complete a course
- passing 0 additional focus areas will yield a grade NO higher than 91%.



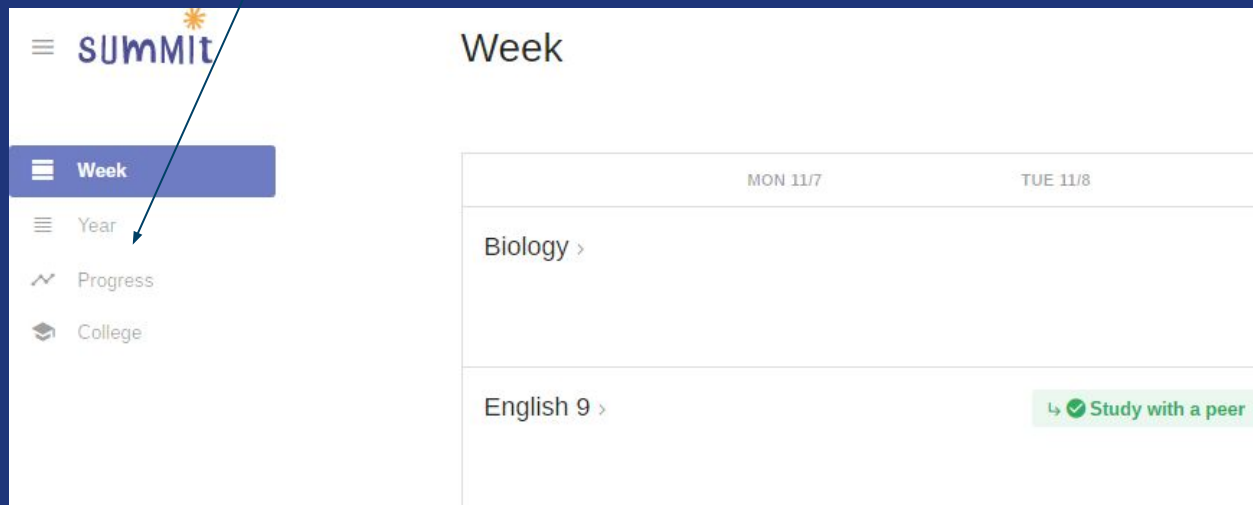


Understanding your child's grades



The Platform and Grades

- How do I know what my child's grade is at any given time?
- Click on "Progress"

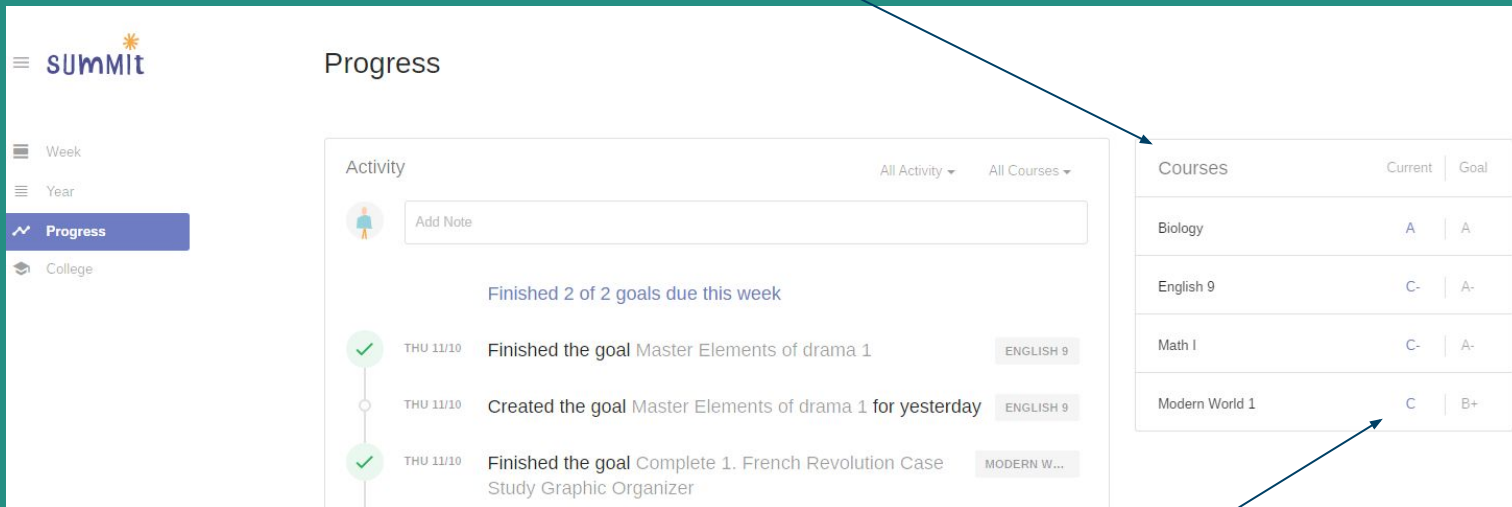


The screenshot displays the SUMMIT platform interface. On the left, a navigation menu is visible with the following items: "Week" (highlighted in blue), "Year", "Progress" (indicated by a blue arrow from the text above), and "College". The main content area is titled "Week" and shows a calendar view for "MON 11/7" and "TUE 11/8". Below the calendar, there are two subject entries: "Biology >" and "English 9 >". The "English 9 >" entry includes a green button with a checkmark and the text "Study with a peer".



The Platform and Grades

Letter grades appear on the right



The screenshot shows the Summit Progress interface. On the left is a navigation menu with 'Progress' selected. The main area is titled 'Progress' and contains an 'Activity' section with a list of tasks and a 'Courses' table on the right. The 'Courses' table has columns for 'Current' and 'Goal' grades.

Courses	Current	Goal
Biology	A	A
English 9	C-	A-
Math I	C-	A-
Modern World 1	C	B+

For more information, click on the letter grade



The Platform and Grades

You can see detailed information about how your student is performing in content (focus areas) and cognitive skills on a consistent basis. The highest of the cognitive skills scores for each subject are the scores recorded at the end of the year.

Grades Modern World 1 X

Modern World 1 73% C
You have **0 projects** overdue My Goal: B+
For your **power** focus areas, you are on pace to complete 9/9 100%
For your **additional** focus areas, you are on pace to complete 0/7 0%

For your **cognitive skills** you have an average of 3.75 74% ^

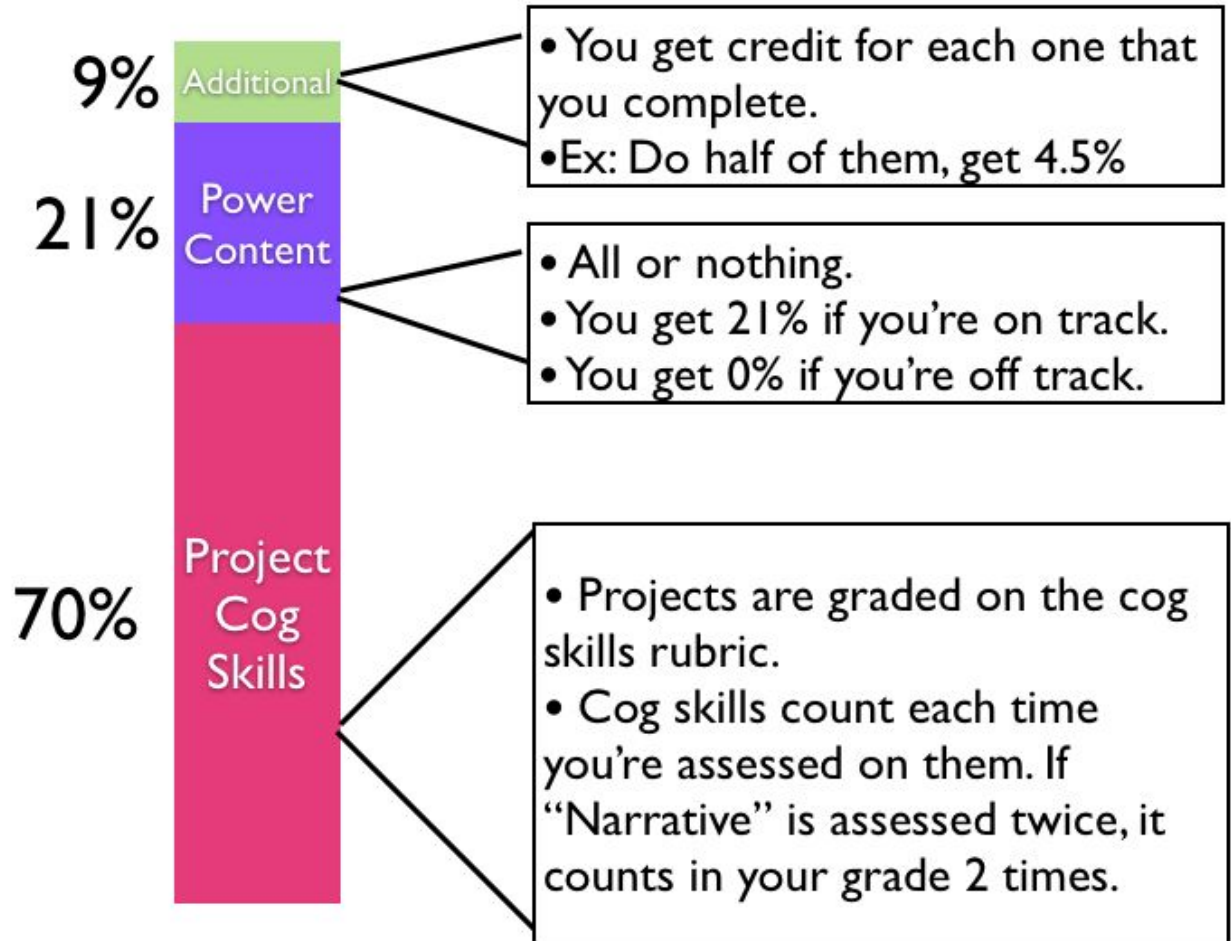
Cognitive Skill	Weight	C-								A+																
Theme/Central Idea	•	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8										
Making Connections & Inferences	•	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8										
Discussion / Contribution	•	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8										
Norms / Active Listening	•	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8										



Summary

Cognitive Skill Score Ranges:

- | | <u>C- to A+</u> |
|---------------|-----------------|
| ● 4th grade: | 1 to 3 |
| ● 5th grade: | 1.5 to 3.5 |
| ● 6th Grade: | 2 to 4 |
| ● 7th Grade: | 2.5 to 4.5 |
| ● 8th Grade: | 3 to 5 |
| ● 9th Grade: | 3.5 to 5.5 |
| ● 10th Grade: | 4 to 6 |
| ● 11th Grade: | 4.5 to 6.5 |
| ● 12th Grade: | 5 to 7 |



Math concepts are graded on concept rubrics from a score of 1-5. Concept score average of 3-5 is required.



A Progress Report, Report Card, or Grade Report

Will contain the same information for the core classes as if you would check your child's platform grades on that particular date.

You can access this information at any time by using your parent login or by having your child show you how he or she is progressing.

No grades are on "record" or on "file" until the end of the year. Students are working to improve their skills and understanding until the end of the year.

If you are not able to access your parent login for the platform, please let me or your child's teacher know. We can help!

Courses	Current Grade	Projects	Math Units	Power Focus Areas	Additional Focus Areas
HF Social Studies grade 5	N/A	N/A	N/A	On Track 1/1 Complete	Can Improve 0/1 Complete
HF English grade 5	Incomplete	N/A	N/A	On Track 1/1 Complete	Can Improve 0/1 Complete
HF Science grade 5	Incomplete	On Track 74% Average	N/A	Off Track 1 Overdue	Can Improve 0/1 Complete
HF Math grade 5	C-	N/A	On Track 70% Average	On Track 1/1 Complete	Can Improve 0/1 Complete



Students' overall grades appear as any one of the following: C- to A+, N/A (no project graded yet), or I (Incomplete). An incomplete indicates that student has a project(s) overdue, or has turned in the project but did not receive a passing score, in which case the assignment will remain incomplete until it is passed, or student has overdue focus areas (assessments).

Final Comments:

- Tonight's presentation will be on the Holy Family Personalized Learning News and Newsletters Tab
- Continue to enjoy the student showcase this evening presented by our students in personalized learning
- Resource about [Grading](#)



Mark your Calendars:

- Mark Your Calendars:

Parent Academy #3: February 26th - “Supporting Your Child’s Growth in Personalized Learning”
with Student Showcase

- “Parent Possible” - group for connecting, collaborating, and improving our personalized learning experience

When: Third Thursdays of each month - January 17th, February 21st, March 21st, April 18th, May 16th

Times: 12:00-12:30 and 6:00-6:30

Location: Mazzuchelli - 6th grade Classroom



As always, contact us if you have questions or ideas for consideration.

THANK YOU FOR COMING!