

COMMON AGREEMENTS

Common Language

- **Proficient:** The term “proficient” means that the student has met all the requirements (demonstrated the knowledge and skills) of the grade level/course standard and learning target.
 - **Power Standards:** Agreed upon yearlong standards that define what students should understand and be able to do by the end of each course/grade.
 - **Learning Targets:** Guided learning statements that describe the lesson-sized chunk of information (skills and reasoning process) that students are expected to learn. Learning targets are usually stated in an “**I can**” statement.
- **Assessments:** Any *formative* or *summative assessment* that evaluates the students’ knowledge and skills attached to a Power Standard and/or Learning Target.

Common Assessment Categories and Percentages

Category 1: 90% of total grade is based on Assessments (**Formative and Summative**) of Power Standards and Learning Targets.

Category 2: Prep-work (graded homework) will not exceed 10% of the overall grade.

Common Practices

- Grades indicate only what the student has learned (knows and is able to do) relative to the standard.
- The Students’ learning behaviors are reported separately.
- Teachers pace instruction, adjusting to meet the needs of those not yet meeting the standards and those exceeding the standards.
- Learning Targets (lesson goals and objectives) are clearly defined, linked to Standards and posted in classrooms.
- Teacher takes into account students’ performance on assessments (formative and summative) to guide instruction, re-teach and/or provide extensions and interventions for individual students.
- Student progress in class is frequently monitored, collected and analyzed for curriculum improvement.
- Teachers provide students on-going feedback and extra support to become proficient.

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Common Reassessment System

- Teachers provide students up to **three** attempts to demonstrate proficient level of knowledge and skills on assessed standards and learning targets.
- Reassessments will earn full credit and/or highest level of proficiency attained, including **Mastery/Exceeding**.
- Reassessment is not automatic. Students must demonstrate additional learning to **earn** the opportunity for improved academic scores.

BETHEL 6-8 GRADE SCALE

Overall Course Grade	* Scores for Individual Assignments	
A: Exceeding most or all standards	Gradebook Score	Performance Description
B: Meeting most or all standards	4.0	Exceeds
C: Meeting some standards and still making progress towards meeting others	3.5	Meets + Some elements Exceeding
D: Inconsistently making progress towards meeting all standards	3.0	Meets
F: Not meeting some or most standards at a sufficient level	2.5	Emerging + some elements of Meets
	2.0	Emerging
	1.5	Limited + some elements of Emerging
	1.0	Limited
	0.5	Limited with significant gaps, misconceptions, or omissions
	0.0	Evidence incomprehensible or not provided at all

* Individual Assignments/Learning Targets are NOT assigned letter grades.

9-12 GRADE SCALE AND CATEGORIES

Overall Course Grade Based on 100 Point Scale

A: Mastery - Student consistently exceeds all course or grade level standards
B: Proficient - Student meets all course or grade level standards
C: Approaching Proficient - Student meets the most basic elements of grade level or course standards towards
D: Progressing - Student does not demonstrate sufficient evidence of proficient level work
F: Not Yet Met - Student has not met the most basic elements of grade level or course standards