

Vermont's Journey Toward Proficiency and Personalization: College Acceptance and the Proficiency-Based Transcript



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Agenda

Introductions and goals for session

Impact of Standards-Based Learning on Admission Applications

How Standards-oriented are colleges?

Teaching Students Self-Advocacy

High School Materials supporting Admission Applications

Overview of essential features/useful information for application review

Questions and Discussion



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National Association of College Admission Counseling Core Values

Professionalism

Collaboration

Trust

Education

Fairness and Equity

Social Responsibility



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When We Read a College Application...

It's part of "territory management."

- I read applications from...
- These are areas I visit each fall...
- How many people read an application?
- I read electronically
- Documents arrived as PDF or TIFF files
- From JumpRope to Power School to Naviance to Common Application to Parchment/Docufide to Image Now

Transcripts come in many forms...

- Traditional
- Standards-Based
- Numerical Grades
- Letter Grades
- Narrative Evaluation
- Homeschool Descriptions
- Clarifications about school transfers
- Academic habits grades embedded or separate

Might also see:

Course names and grades, Grading Scales, Extracurricular record, Test scores, instructions to translate or not translate to or from letter grades, in depth review of profile for information.



HIGH SCHOOL MATERIALS SUPPORTING ADMISSION APPLICATION

Transcript

Profile

Secondary School Report

Grade Reports

Letters of Recommendation

Standardized Test Scores (if applicable)

Materials from Previous Schools

Other



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Now let's have a look at sample transcripts from high schools who have moved to proficiency based grading systems.

Traditional Transcript

CLASS RECORD							ACADEMIC STANDING	
YR	SUBJECT	FV					CREDIT	GPA IS UNWEIGHTED
	2013-2014							GPA: 3.5876
09	Algebra I	A-					1.000	
09	Core English	B+					1.000	
09	Core Sci:Intro Bio	B					1.000	
09	Core Soc Studies	B+					1.000	
09	Pers Health	A					0.500	
09	Power Reading I	A+					0.500	
09	Power Reading II	A+					0.500	
09	Project Adventure	A					0.500	
09	Spanish II	A-					1.000	
	2014-2015							
10	Cooking/Eating Wel	A					0.500	
10	English 10	A-					1.000	
10	Geometry Level 1	A					1.000	
10	Human Biology	C+					0.500	
10	Intro. to Art	B					0.500	
10	Life/Team Sports	A-					0.500	
10	Making Mod. World	A-					1.000	
10	Personal Fitness	A-					0.500	
10	Photography	W					0.000	
10	Spanish III	B+					1.000	
	2015-2016							
11	Algebra II Level 1	B-					1.000	
11	Child Psych/Dev	A+					0.500	
11	Geology	B+					0.500	
11	Gothic Tales/SciFi	A					0.500	
11	Intro Chem Phys	A					0.500	
11	Spanish IV	B+					1.000	
11	US & the World	A					1.000	
11	Writing Prose	A					0.500	
		Q1	Q2	MAV	Q3	Q4	FV	CREDIT
	2016-2017							
12	AP Human Geograph							0.000
12	AP Statistics							0.000
12	Current Issues							0.000
12	Grad Challenge							0.000
12	Lit. Film Writing							0.000
12	Microbiology							0.000
12	Personal Finance							0.000
12	Physics I							0.000
12	Public Speaking							0.000
12	VHS Academic Writ							0.000
12	Women in Lit							0.000
TEST RECORD								
ACTIVITIES, HONORS, AWARDS								
COURSES WITHOUT GRADES ARE CURRENTLY IN PROGRESS								
MISCELLANEOUS								
A+: 98-100 A: 93-97 A-: 90-92								
B+: 88-89 B: 83-87 B-: 80-82								
C+: 78-79 C: 73-77 C-: 70-72								
D+: 68-69 D: 63-67 D-: 60-62								
F: Below 60								

SCHOOL PROFILE - HALL-DALE HIGH SCHOOL (ME)

Courses Taken 2013-2014 Grade 9 from 1534 Hall-Dale High School

Course	Mark	Weight	Credit
0003 Honors English 1	4.00	3.0000	3.000
0115 Geometry Taken in Grade 8	4.00	3.0000	3.000
0125 Honors Algebra 2	3.84	3.0000	3.000
0213 Chemistry	3.17	3.0000	3.000
0251 Foundations of Science	3.33	3.0000	3.000
0301 Global Studies	3.67	3.0000	3.000
0460 Spanish 1	3.68	3.0000	3.000
0570 Concert Band	4.00	3.0000	3.000
0600 PE 9	4.00	3.0000	3.000
0615 Wellness 1	3.20	1.0000	1.000
0620 Wellness 2	3.14	1.0000	1.000
0804 Food 101	3.25	1.0000	1.000

Total Credits: 30.000

Courses Taken 2014-2015 Grade 10 from 1534 Hall-Dale High School

Course	Mark	Weight	Credit
0004 English 2	3.33	3.0000	3.000
0140 Honors PreCalculus	3.23	3.0000	3.000
0205 Honors Biology	3.76	3.0000	3.000
0258 AP Chemistry	3.25	3.0000	3.000
0305 Economics & Globalization	3.53	3.0000	3.000
0465 Spanish 2	3.93	3.0000	3.000
0670 PE Fly Fishing	3.00	1.0000	1.000

Total Credits: 19.000

Courses Taken 2015-2016 Grade 11 from 1534 Hall-Dale High School

Course	Mark	Weight	Credit
0005b English 3 Literature	3.25	1.5000	1.500
0005d Honors English 3 Writing	4.00	1.5000	1.500
0037 Venture Yearbook	4.00	3.0000	3.000
0136 Honors Differential Calculus	4.00	3.0000	3.000
0225 Honors Anatomy & Physiology	4.00	3.0000	3.000
0310 AP U. S. History	3.36	3.0000	3.000
0321 Intro Philosophy	3.40	1.5000	1.500
0470 Spanish 3	3.42	3.0000	3.000
0565 Chorus	4.00	3.0000	3.000

Total Credits: 22.500

Current Grading - Measurement Topics are graded on the following scale*:

Performance Level	What the Student Knows	Report Card Grade
Level 4	All the foundational knowledge and skills, all the complex knowledge and skills, goes <u>beyond</u> what was taught in class to <u>apply the knowledge</u>	4
Level 3.5	All the foundational knowledge and skills, and all the complex knowledge and skills, <u>begins work to extend beyond</u> what was taught	3.5
Level 3.0	All the foundational knowledge and skills, and <u>all the complex knowledge and skills</u>	3
Level 2.5	All the foundational knowledge and skills; <u>some of the complex knowledge & skills</u>	2.5
Level 2.0	All the <u>foundational knowledge and skills</u>	2
Level 1.5	<u>With help</u> , the student knows some of the foundational knowledge and skills, and some of the complex knowledge and skills	1.5
Level 1.0	<u>With help</u> , the student knows some of the foundational knowledge and skills	1

* The Hall-Dale High School 4.0 scale should not be mistaken with a traditional 4.0 scale. Hall-Dale's 4.0 scale is based upon demonstrated achievement on assessments within Marzano's Taxonomy.

The graduating class of 2017 is the fifth class to graduate with a proficiency-based diploma. A 3.0 is required to meet standards in all courses. Beginning in their 9th grade year, level-4 assessments were available in 1/2 the available courses; as 10th graders, ¼ of the classes had level four assessments developed. Level 4 assessments were available in all classes for both their 11th and 12th grade years. Students have the opportunity to revisit all MT's to increase proficiency.

Academic Recognition

Honors Levels	Accumulative Course Average
Cum Laude	3.25 – 3.49
Magna Cum Laude	3.50 – 3.74
Summa Cum Laude	3.75 – 4.00+

Rank (weighted)

The grades for all courses are considered for the purpose of determining class standing. Rank order is decided by a comparison of the weighted 4.0 scale average for each student.

GPA (weighted)

Career GPA is the average of 4.00 scale equivalent values earned for standards based grades as indicated in the charts above. Final grades in Honors courses are multiplied by 1.125 to determine their weighted GPA (i.e. 3.00 x 1.125 = 3.37). Final grades in AP and Dual Enrollment classes are multiplied by 1.25 to determine their weighted GPA (i.e. 3.00 x 1.25 = 3.75).

Mean Standards-Based GPA for class of 2016 – 3.312

Transcript - ST. PAUL'S SCHOOL (NH)

St. Paul's School Curriculum Rating Rubric

In the interest of providing colleges with a clearer sense of the curricular choices a student at St. Paul's School has made, we are providing you with this curriculum rating form. We have rated each student's overall program of study, using the rubric and language on the Common Application School Report form, as well as his/her choices within each of our five departments (arts, humanities, languages, mathematics, and science).

The overall curriculum rating rubric, found on this page, is intended for those colleges and universities who assign points based on these ratings. The rating rubric by department, found on the following page, is even more nuanced and is intended to give greater context for a student's coursework within each of our academic departments, especially in differentiating between our many advanced and college-level courses. (Please see our school profile for more information on these.) Because of these nuances, we believe the rating numbers in this second rubric will be more helpful in making curricular distinctions *between* St. Paul's candidates than in the context of the larger applicant pool.

Student Name:

Overall Curriculum Rating:

- 5 (Most demanding program of study)
- 4 (Very demanding program of study)
- 3 (Demanding program of study)

Transcript - ST. PAUL'S SCHOOL (NH) Continued

Year	ID	Course	Fall	Winter	Spring	Final Grade	Credits
2015-2016	HU310	Humanities V	H	H	H	H	6
	BI310	Biology	HP	H	H	H	3
	MA310	Precalculus	HP	H	HP	HP	3
	FR460	French 4 Honors	H	H	HH	H	3
	FD353	Advanced Drawing			HH	HH	1
	FD222	Introduction to Drawing		HH		HH	1

Year	ID	Course	Fall	Winter	Spring	Final Grade	Credits
2016-2017	BI451L	Marine Biology: Limnology - Freshwater Ecosystems	H			H	1
	BI452L	Marine Biology: Open Ocean					0
	BI453L	Marine Biology: Coastal Biomes					0
	MA322	Financial Accounting					0
	MA333	Mathematical Problem Solving					0
	MA411	Introduction to Differential Calculus	H			H	1
	MA412	Introduction to Integral Calculus					0
	MA333S	Introduction to Study Design and Descriptive Statistics					0
	FR591	French Seminar	HH			HH	1
	FR592	French Seminar					0
	FR593	French Seminar					0
	HU413P	Coming of Age					0
	HU412R	Encounters: Literature of Transformation and Transcendence					0
	HU411AH	Gender, Race, and Class in the Media	H+			H+	1
	FT111	Introduction to Photography	HH			HH	1

Grade Scale before 2016-17	Grade Scale 2016-17	7 PT. GPA	GPA Conversion
High Honors (HH)	High Honors with Commendation (HH+)	7	4.5
	High Honors (HH)	6	4.0
Honors (H)	Honors with Commendation (H+)	5	3.5
	Honors (H)	4	3.0
High Pass (HP)	High Pass with Commendation (HP+)	3	2.5
	High Pass (HP)	2	2.0
Pass (P)	Pass (P)	1	1.5
Unsatisfactory (U)	Unsatisfactory (U)	0	0

Transcript/School Profile- Danville School (VT)

Grade 9	S1 MR. Cr.	S2 MR. Cr.	Y1 MR. Cr.
13-14 Danville School			
Biology			2.0 1.0
Biology Adv			2.0 0.0
ELA 9 Perspectives Adv			2.0 0.0
ELA Fundamentals			2.5 1.0
Health for Teens			3.0 0.5
DNT Math I II Advance			1.5 0.0
DNT Math Prep			2.5 1.0
Introduction to Art			2.5 1.0
We Are Not Alone (9) Adv			2.0 1.0
GPA: 2.4000	Credits: 5.50		

Grade 10	S1 MR. Cr.	S2 MR. Cr.	Y1 MR. Cr.
14-15 Danville School			
ELA 10 Perspectives			2.0 1.0
DNT Math III			3.0 1.0
Integrated Science I			2.0 1.0
Photography Yearbook			3.0 1.0
Physical & Recreational Eds			3.0 1.0
Unfinished American Nation			3.0 1.0
GPA: 2.6667	Credits: 6.00		

Grade 11	S1 MR. Cr.	S2 MR. Cr.	Y1 MR. Cr.
15-16 Danville School			
21st Century Literature	3.0 0.5		
Biology		3.0 1.0	
Environism		3.5 0.5	
French I	3.0 1.0		
French II		3.0 1.0	
Geometry	4.0 1.0		
Global Social Problems		3.0 1.0	
Lake Ecology	3.0 1.0		
Latin	3.0 0.5		
SAT Prep		3.0 0.5	
GPA: 3.1563	Credits: 8.00		

Grade 12	S1 MR. Cr.	S2 MR. Cr.	Y1 MR. Cr.
GPA:	Credits: 0.00		

Grading and Ranking

During the 2015-16 school year Danville School used a Standards Based grading system in line with Common Core Standards.

4: Student independently goes beyond the scope of the standard to apply the knowledge in greater dept or make connections to other learning.

3: Student is meeting the standard- independently and with consistency.

2: Student demonstrates a basic understanding of the standard by providing evidence of moving toward meeting the standard. Student needs some prompting/assistance in meeting the standard. This would include re-working assignments based on feedback.

1: Student demonstrates little understanding of the standard during assessment even with significant prompting/assistance.

INC: Student has not completed assessment work or demonstrated insufficient evidence.

Danville School currently uses a four point grading scale. Usage of the College Board conversion scale in evaluating this four point scale is appropriate.

4 Point Proficiency Scale College Board Conversion Table						
4.0	97	A+		2.4	79	
3.9	94	A		2.3	70	C+
3.8	93			2.2	77	
3.7	92	A-		2.1	76	
3.6	91			2.0	75	C
3.5	90			1.9	74	
3.4	89	B+		1.8	73	
3.3	88			1.7	72	
3.2	87	B		1.6	71	C-
3.1	86			1.5	70	
3.0	85			1.4	69	
2.9	84			1.3	68	D+
2.8	83	B-		1.2	67	
2.7	82			1.1	66	D
2.6	81			1.0	65	
2.5	80		0.0	65	F	

School Profile - Champlain Valley Union HS (VT)

GRADING

In order to better communicate student learning, and in accordance with Vermont legislature requiring all schools to "...transition to a proficiency-based learning system for determining progress and graduation..." (Vermont Agency of Education), CVU High School assigns grades based on a student's demonstrated proficiency on adopted local, state and national standards.

Students at CVU earn their grades under a rigid set of rules that assures the honesty and integrity of grades earned. GPA is **not weighted**. Grades received in a college course are entered as a P. Grades for all courses transferred from another high school use that high school's grading system, although a GPA calculation always uses the CVU grade table shown here.

Letter	Percent	Grade Point
A+	98-100	4.33
A	93-97	4.00
A-	90-92	3.67
B+	88-89	3.33
B	83-87	3.00
B-	80-82	2.67
C+	78-79	2.33
C	73-77	2.00
C-	70-72	1.67
D+	68-69	1.33
D	63-67	1.00
D-	60-62	0.67
F	Below 60	
P	Pass	
AU	Audit	
W	Withdraw	
I	Incomplete	

School Profile - U-32 HS (VT)

Dear College Admissions Officer,

The Vermont State Board of Education recently adopted a new set of Education Quality Standards for graduation; these standards are designed to better prepare our students for college and career. These new standards require all Vermont schools to adopt proficiency-based graduation policies that will shift us from a Carnegie Unit credit system to a proficiency-based system beginning with the graduating class of 2020. As U-32 makes this shift, we will continue to report credits on our transcripts and explain our current system in our school profile, however, some of our classes will be using a proficiency scoring system to determine credits. This means that student scores on the Quarter 1 report may or may not be lower than what a student will eventually receive. Our proficiency score assumes that over the course of the semester, a student will gain knowledge and skills that will improve their grade. Early scores may be lower since the scale they are scored with is written for the level of rigor that students are expected to demonstrate towards the end of the course. I would ask that you take this information into consideration when you review the Quarter 1 scores for seniors in the following classes:

I appreciate your thoughtful review of students from U-32. Please contact me or U-32 school counselors know if you have any additional questions.

School Profile - Mt. Abraham Union HS (VT)

GRADING SYSTEM

Mt. Abraham's proficiency-based grading system ensures that all students demonstrate achievement of critical learning competencies, both in content and transferable skills. Classroom grades are based on a 0-4 scale and then converted to a GPA on a 4.33 scale.

Grading Scale

4 = Extending (A)

3 = Proficient (B)

2 = Developing (C)

1 = Getting Started (D)

0 – Insufficient Evidence (F)

Alpha and numerical equivalents are as follows:

	<u>GPA</u>
A- to A+	3.67 – 4.33
B- to B+	2.67 – 3.33
C- to C+	1.67 – 2.33
D- to D+	.67 – 1.33
F	0

All courses are used in computing class rank, without any grade weighting.

Transcript - Spaulding HS (VT)

Courses Taken 2013-2014 Grade 09 from 276 Spaulding High School

Course	Mark	Weight	Credit
ENG101 Freshman English	A-	1.0000	1.000
ENG101e English Skills Elective	A-	1.0000	1.000
FCS101 Wellness	A	1.0000	1.000
HIS111 Modern World History	C+	1.0000	1.000
MAT102B Algebra I	B-	1.0000	1.000
MAT102e Math Skills Elective	B-	1.0000	1.000
PED103 Physical Education 103	A+	0.5000	0.500
PED104 Physical Education 104	A+	0.5000	0.500
PED120 Ind. Phys. Ed	P	0.0000	0.500
SCI101 Earth Science	A-	1.0000	1.000

Total Credits: 8.500

Courses Taken 2014-2015 Grade 10 from 276 Spaulding High School

Course	Mark	Weight	Credit
DRE201B Driver Education	A-	0.5000	0.500
ENG201 Sophomore English	A-	1.0000	1.000
FNA100 World Art	A	1.0000	1.000
HIS301 U.S. History	A-	1.0000	1.000
HIS304 Civics	B	0.5000	0.500
MAT202 Geometry	A-	1.0000	1.000
MAT303 Algebra II	C	1.0000	1.000
SCI201 Introductory Biology	A	1.0000	1.000
WLA112 Spanish II	A	1.0000	1.000

Total Credits: 8.000

Courses Taken 2015-2016 Grade 11 from 276 Spaulding High School

Course	Mark	Weight	Credit
ENG419 Journeys in American Lit	A	1.0000	1.000
FCS301 Parent & Child Psychology	A	0.5000	0.500
FNA203 3-D Art Studio	A	1.0000	1.000
HIS314 Sociology	A-	0.5000	0.500
MAT400 Pre-Calculus Honors	B	1.0000	1.000
SCI211 Anatomy and Physiology I	A	1.0000	1.000
SCI300 Chemistry Honors	A-	1.0000	1.000
WLA113 Spanish III	A	1.0000	1.000
WLA210 Spanish IV Honors	A	1.0000	1.000

Total Credits: 8.000

Courses Taken 2016-2017 Grade 12 from 276 Spaulding High School

Course	Mark	Weight	Credit
ENG502 AP English Lit and Comp	PProf	2.0000	1.000
HIS502 AP Psychology	Dev	1.0000	0.000
MAT403 Statistics	Prof	1.0000	1.000
SCI314 Marine Biology	Prof	1.0000	1.000

Total Credits: 3.000

School Profile - Spaulding HS (VT)

STUDENT PERFORMANCE

GRADING SYSTEM

By Vermont Law (starting in 2016), public schools must now use Proficiency Based Reporting to evaluate student performance. The purpose of proficiency based reporting (PBR) is to improve student achievement by focusing instruction and the alignment of curriculum with state and national standards.

Proficiency based reporting measures the level of achievement towards meeting identified standards, or how well students understand the material. Starting with the 2016-2017 School Year, Spaulding High School transcripts will read as the following.

Exem = Exemplary
Prof = Proficient
Dev = Developing (no course credit given)
Beg = Beginning (no course credit given)
Inc = Incomplete

*grades from Dual Enrollment courses from local colleges are displayed in letter form and will be calculated in the students GPA.

WEIGHTED GRADING SYSTEM (for AP and Honors Courses)

Exem = 4.33
Partially Exemplary = 3.83
Proficient = 3.33
Partially Proficient = 2.83
Dev = 2.33
Beg = 1.33
Inc = 0.00

GRADE POINT AVERAGE SCALE

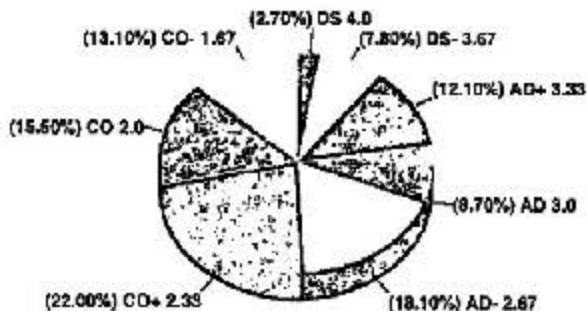
Exem = 4.0
Partially Exemplary = 3.5
Proficient = 3.0
Partially Proficient = 2.5
Dev = 2.0
Beg = 1.0
Inc = 0.00

SCHOOL PROFILE - POLAND HIGH SCHOOL (ME)

Student Information		21341 Poland Regional High School		
Student Number with/after:	Grade: 11 gender:	Course	Mark	Weight/Credit
2013-2014 Grade 11 Term 1				
		2110 AP English	AD	2.0000 1
		1000 AP Computer Science	AD	1.0000 0.5
		8100 Chemistry	AD-	1.0000 0.5
		6400 Digital Photography	UP+	1.0000 0.5
		6100 Intro to Outdoor Ed.	DD+	1.0000 0.5
		MT11 Mathematics 11	P	0.0000 0
		4200 Spanish 3	AD	1.0000 0.5
		Credit: 3.500 UW GPA: 3.333		
2013-2014 Grade 11 Term 2				
		2110 AP English	AD	2.0000 1
		1000 AP Computer Science	AD	1.0000 0.5
		8100 Chemistry	AD	1.0000 0.5
		6400 Digital Photography	UP+	1.0000 0.5
		6100 Health	DE	1.0000 0.5
		5011 Personal Finance 1	P	0.0000 0
		1230 Spanish 3	AD	1.0000 0.5
		Credit: 3.500 UW GPA: 3.299		
2013-2014 Grade 9 Term 2				
		6000 Integrated Science 1	DS-	1.0000 0.5
		2010 Math 20	DS H	2.0000 1
		5000 Personal Finance 1	P	0.0000 0
		4200 Spanish 3	DS-	1.0000 0.5
		Credit: 3.000 UW GPA: 3.000		
2014-2015 Grade 10 Term 1				
		1100 AP English Language	AD	1.0000 0.5
		0000 Art Foundations	DS-	1.0000 0.5
		1010 Mathematics 2	DS H	2.0000 1
		6010 Integrated Science 2	DS H	1.0000 0.5
		2100 Math 6	DS-	1.0000 0.5
		5010 Personal Finance 10	P	0.0000 0
		4200 Spanish 3	AD-	1.0000 0.5
		Credit: 3.500 UW GPA: 3.000		
2014-2015 Grade 10 Term 2				
		1100 AP English Language	AD	1.0000 0.5
		0000 Art Foundations for Life	DS	1.0000 0.5
		1010 Mathematics 2	DS H	2.0000 1
		6010 Integrated Science 2	DS	1.0000 0.5
		2100 Math 6	DS-P	1.0000 0.5
		5010 Personal Finance 10	P	0.0000 0
		4000 Dramatic Exhibition	DS	0.0000 0
		4200 Spanish 3	AD	1.0000 0.5
		Credit: 3.500 UW GPA: 3.000		

Final Calculates an unweighted GPA of a 4.00

Cumulative GPA Class of 2015



- DS+ = 4.33
- DS = 4.0
- DS- = 3.67
- AD+ = 3.33
- AD = 3.0
- AD- = 2.67
- CO+ = 2.33
- CO = 2.0
- NC = 0

GPA Scale

- DS+ = 4.33
- DS = 4.0
- DS- = 3.67
- AD+ = 3.33
- AD = 3.0
- AD- = 2.67
- CO+ = 2.33
- CO = 2.0
- CO- = 1.67

Performance Levels:

Achievement will be recorded on transcripts in terms of the following performance levels:

- Distinguished (DS-, DS, DS+)*
- Advanced (AD-, AD, AD+)*
- Competent (CO-, CO, CO+)*
- No Credit (NC)*

TRANSCRIPT - TILTON SCHOOL (NH)

Grading Scale changed in 2007/2008 to a disaggregated assessment system.

SES=A, ES=B, MS=C, DNM=D(F at year end) - Rev in 2014/2015 to include + and - grades for ES and MS grades

12th Grade 2016-2017	1st Quarter Grades	AAG ⁺	HMG
Honors World Literature		SES	SES
Precalculus Formal		MS+	MS+
Psychology		SES	SES
AP US Government & Politics		MS+	ES
Filmmaking Foundations		ES+	ES

11th Grade 2015-2016	Grade/AAG ⁺	HMG	Credit
American Literature	SES	ES+	1
Statistics	ES+	ES	1
Conceptual Physics	MS+	MS+	1
Quantitative Economics	MS	ES-	.5
History Through Film	ES	ES+	.5
Digital Photography	ES	ES	1

Credits Transferred at Time of Admission
Bow High School
Bow, NH 03304

	Grade	Credit
Grade 9 2012/2013		
BEST 9	A	(1)
Creative Writing	B	1/2
Elements of Writing	C	1/2
Integrated Alg 1	C	1
Int Sci and Tech 9	C+	1
Spanish 1	WF	0
Stud in Humanities	A	2
Grade 10 - 2013/2014		
American Studies	C-	2
BEST 10	B	(1)
Drawing & Painting	C+	1/2
Film Making	WF	0
Integ Geometry	C	1
Int Sci & Tech 10	C+	1
Team Sports & Soc	B-	(1/2)
VLACS Span 1 Seg 1	B+	1/2
VLACS Span 1 Seg 2	B	1/2
Grade 11 - 2014/2015		
BEST 11	B	(1/2)
Chemistry	C-	1
Computer App	B	(1/2)
Guitar	A-	1/2

SCHOOL PROFILE - TILTON SCHOOL (NH)

GRADING SYSTEM

- **Disaggregated Assessment**

The Tilton School grading system is also a **disaggregated** assessment system, which differentiates standards-based assessment of two major components of learning;

Academic Achievement Grades (AAGs); assessment of academic achievement;

assessing the level of performance of academic skills, the level of mastery of academic content knowledge, and the depth and completeness of understandings, using criterion-based descriptors aligned with traditional letter grades

- **Habits of Mind Grades (HMGs); assessment of academic habits of mind;** effort, persistence, attitude towards work, time-management & organization, promptness, seriousness of purpose, reaction to setbacks, team-work, classroom leadership, etc., using criterion-based descriptors aligned with traditional letter grades

Letter Grades and their meanings

- SES - Evidence of learning that significantly exceeds the standard = A (4.0)
- ES - Evidence of learning that exceeds the standard = B (3.0)
- MS - Evidence of learning that meets the standard = C (2.0)
- DNM - Evidence that at this time, learning does not yet meet the standard = F

SCHOOL PROFILE - BAXTER ACADEMY (ME)

Grade Point Average

Baxter calculates an unweighted 4.0 scale GPA based on a student's achievement in a course compared to the target achievement level for that course.

Meeting the Standard

Learning is measured by progress toward the multiple graduation standards associated with each course. The level of expected achievement depends on the complexity of the course (Division I, II, or III).

- **EX (Excelling)** *The student consistently demonstrates an understanding of the standard not only beyond graduation expectations, but at a level exceptional for any high school student.*
- **AD (Advancing)** *The student has consistently demonstrated understanding well above the level required for Baxter graduates.*
- **GB (Graduation Benchmark)** *The student has consistently demonstrated understanding at the level required for all Baxter graduates.*
- **PR (Progressing)** *A student has acquired a deeper understanding of the standard, well on the way to benchmark, but is not quite there.*
- **EN (Entering)** *The student has demonstrated a basic or introductory understanding of the skills and content of the standard.*

Rarely, students may offer evidence far exceeding the rubric expectations for all Baxter students, and earn an evaluation of **Beyond Assessment (BA)**. Some students may also earn an evaluation of **No Evidence (NE)**.

[Example transcript](#)

SENIOR GRADE REPORT - BOW HIGH SCHOOL (NH)

From: Bethany Corkum <bcorkum@bownet.org>

Date: December 1, 2016 at 1:12:21 PM EST

To: "Seklecki, Matthew M" <mseklecki@smcvt.edu>

Subject: Re: [REDACTED]'s application

Hi Matt- Thank you for reaching out. We do not have quarter 1 grades at BHS any longer. All of our grades are rolling grades until the completion of the course. We have been explaining this to colleges and then sending a "snapshot" of the grades if requested by the college. Here is [REDACTED]'s snapshot as of today. The students grades and assignments are updated on a regular basis so it is not a grade set in stone. I hope this helps, please let me know if you have any questions about [REDACTED]'s candidacy for St. Mike's, he is a great kid!

AP Macroeconomics: 81

Calculus: 65

College Level Accounting: 96

Personal Finance & Investing: 94

Physics: 72

Senior Seminar: 77

SENIOR GRADE REPORT - NASHUA HIGH SCHOOL (NH)

To Whom It May Concern:

Starting with the 2015-2016 school year, the Nashua School District has transformed its grading practices from a traditional grading system to a competency-based grading system. With this transition, we have also changed the way we report out on student performance. We wanted to communicate to Colleges and Universities these changes, especially for students applying Early Action/Early Decision, because we do not want a change in our reporting system to be a disadvantage to our students.

Here are some of the changes:

- Quarter grades for semester and full-year courses no longer exist. Final grades are issued at the completion of the course experience and are used to determine a student's overall performance.
- Students receive a Progress Report periodically during the semester.
- A snapshot of current senior course progress is included with this letter.

If you have any questions regarding the transition that the Nashua School District has made or questions on the progress of individual students, please don't hesitate to contact us.

Sincerely,



Mark Conrad
Superintendent of Schools
Nashua School District

SENIOR GRADE REPORT - NASHUA HIGH SCHOOL (NH) Continued

1049-002 - AP ENGLISH LIT & COMP Teacher: Ivers, William

<i>Attendance Summary</i>	Q1	Q2	Q3	Q4	Year
Absent	0				0
Tardy	0				0
Dismissed	0				0

<i>Average Summary</i>	Weight	Q1	Q2	Q3	Q4
Summative Reading	35.00 %	A-			
Summative Writing	35.00 %	B			
Summative Speaking &	20.00 %	A			
Summative Inquiry	10.00 %	B			
Formative Assessment	0.00 %				
Overall	100.00 %	A-			

3139-001 - AP CALCULUS BC Teacher: Miller, Monica

<i>Attendance Summary</i>	Q1	Q2	Q3	Q4	Year
Absent	0				0
Tardy	0				0
Dismissed	0				0

<i>Average Summary</i>	Weight	Q1	Q2	Q3	Q4
Summative Communicate	30.00 %	B+			
Summative Represent	30.00 %	A+			
Summative Solve	30.00 %	A			
Formative Assessment	10.00 %	A+			
Graded Assignment	1.00 %				
Homework	1.00 %				
Quiz	1.00 %				
Test	1.00 %				
Overall	100.00 %	A			

SECONDARY SCHOOL REPORT EXAMPLE

Academics

Class Rank _____ **Class size** _____ **Covering a period from (mm/yyyy)** _____ **to** _____

The rank is weighted unweighted. How many additional students share this rank? _____

Cumulative GPA: _____ on a _____ scale, covering a period from (mm/yyyy) _____ to _____

This GPA is weighted unweighted. The school's passing mark is: _____

Highest GPA in class _____

IB Diploma Candidate? Yes No Advanced Cambridge (AICE) Diploma Candidate? Yes No

In comparison with other college preparatory students at your school, the applicant's course selection is:

Most demanding Very demanding Demanding Average Less than demanding

Prefer not to respond

Ratings

No Basis		Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	Top Few
	Academic Achievement							
	Extracurricular Accomplishments							
	Personal qualities and character							
	OVERALL							

Teacher's Perspective:

Eric Hahn, Advanced Placement world history teacher at Ladue Horton Watkins High School, in Missouri:

While I am on the brink of retirement after 30 years teaching history in public schools in Missouri, I have long thought about the harms our current grading system of A, B, C, D and F cause. One issue, that an A in one teacher's classroom is equivalent to an A in the next teacher's classroom is difficult to defend in terms of performance, assignments required and skills gained for students. Further, students who attempt to earn an "A" for extrinsic purposes may be missing the notion that learning is a lifelong, intrinsic pursuit. Colleges and universities have little idea what might have transpired with a student's experience in high school upon admission; letter grades simply do not tell the story of a student.

Source: <https://www.insidehighered.com/admissions/article/2017/05/15/experts-offer-range-views-plan-kill-high-school-transcripts-and-reform>



Castleton University

Other Resources

[Mastery Transcript Consortium](http://www.mastery.org/a-new-model/)

<http://www.mastery.org/a-new-model/>

[Great Schools Partnership](http://greatschoolspartnership.org/)

<http://greatschoolspartnership.org/>



ESSENTIAL COMPONENTS OF SUPPORTING HIGH SCHOOL DOCUMENTS

- Clearly defined grade report
- Progress report snapshots that align with admission process and timeline
- Clear grading scale
 - Pass/Fail
 - Advanced course work
- Strength of curriculum
- Habits of learning represented clearly
- Complete, concise packet of materials (SSR, profile, transcript, letters of rec)
- Standardized test scores (SAT/ACT)
- GPA (include scale) and Class Rank/Scattergraph
- Focused letters of recommendation (emphasis student achievement and work habits)



CLOSING/MOVING FORWARD

Other implications for SBL schools & students moving forward

Merit aid/Scholarships

Testing Scores/Test Score Optional

Common Application “Courses and Grades” section - 2018 Pilot

Transition to college grading and coursework

Question/answer/discussion

