| Old Traditional Assessment & Grading Systems | RSD Competency-Based Assessment & Grading System |
|---|---|
| Grades are recorded by the type of assessment (i.e. test, quiz, project, 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. |
| 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 a competency statement. |
| Tests are "terminal" events; the grades you get are it, and you move on to the next topic whether or not you understand the material. | Students who demonstrate Not Yet Competent (NYC) on a summative assessment are able to participate in relearning and reassessment opportunities in order to demonstrate mastery of the material. In addition, relearning and summative reassessment opportunities are available for students at or above the Competent (C) level. |
| Academic achievement and behavior are combined and reported as one grade. | Academic achievement is reported for each competency and behaviors are reported separately as *Habits of Engaged Learners*. |
| Grades are calculated by adding up points, which are unique from teacher to teacher. | Competency grades are derived using common practices at the grade/course level. |
| Final course grades are derived quarterly. A final course grade is calculated as an average of those quarterly grades. | Teachers will provide 7 snapshots throughout the year of student progress. A student's final grade will be reported at the end of the year/course. |
| Tests, quizzes, homework, and projects carry weights and average together to make a final overall grade. | Competency and overall grades are based on learning demonstrated through summative assessments. Teachers in the RSD will use common grade-level/course rubrics when deriving final grades. |

## *Glossary of Terms*

**Competency:**
***Competency is a mastery of knowledge and content in a setting that requires a student to transfer learning in the curriculum.*** Teachers in the Rochester School District have developed competencies in each of the content areas at the middle school levels and for each course at the high school level. At the elementary levels, competencies have been developed for reading, mathematics, art, music and physical education. These competencies are designed using the Common Core State Standards and other national and state level learning expectations. The elementary level will finalize competencies for social studies and science during the 2013 - 2014 school year.

**Performance Indicators:**
***Performance indicators are the specific measurable stages of student achievement.*** Performance indicators describe what the students should know and be able to do. Good performance indicators are those that: combine both knowledge and skills; describe development in a concrete fashion; are clear; and can be assessed, tested or measured in a variety of ways.

**Rubrics:**
***Rubrics are assessment tools*** used by teachers to communicate to students both the requirements of an assignment as well as descriptors that identify various levels of mastery toward these requirements.

**Formative Assessment:**
***Formative assessments are used to gauge student understanding and to provide feedback for further learning.*** Formative assessments are informative for the teacher; the teacher uses the student learning data gained from formative assessments to shape his/her instruction for the students.

**Summative Assessment:**
***Summative assessments are used to measure a student's mastery of the competencies.*** Summative assessments provide cumulative data that indicate the level of student learning for reporting and course/grade level completion.

**Relearning & Reassessment:**
***Relearning and reassessment are used to bring students to mastery.*** If a student demonstrates that he/she is not yet competent in demonstrating competency in a summative assessment, it means that the student may not have learned the essential knowledge or skill(s) leading up to the summative assessment. The teacher will evaluate what the student must relearn in order to be successful in demonstrating competence. This is referred to as a relearning plan. Once the student and teacher are satisfied that the relearning has taken place, another opportunity for assessment takes place. This reassessment may be only for the portion of the work that the student struggled with in the original assessment.

# Rochester School District
# Competency-Based Learning
# Guide for Parents

## *Competency-Based Learning*

The Rochester School District has adopted a ***Competency-Based Learning Model*** for students in grades K—12. This means that student learning is driven by clear learning targets (***competencies)*** that students are expected to master by the end of each grade-level/course. At regular intervals parents will receive feedback on where their child is on his/her journey to meet each competency.

In addition, parents will receive regular feedback on their child's ***Habits of Engaged Learners***. These habits are the essential personal and interpersonal qualities such as attitude, work ethic, respect for others, self and materials, readiness for work, cooperation and collaboration and are not only necessary for a successful educational experience, but are essential for lifelong skills.

For more information and details please visit the Rochester School District website at www.rochesterschools.com.

# *COMMUNICATING STUDENT ACHIEVEMENT TO PARENTS*

## GRADE-LEVEL / COURSE COMPETENCIES GRADES

### Grades K-3 *PLUS* Elementary Unified Arts & Middle School Exploratory Unified Arts Reported As

- **E** — Exceeds Competent
- **C** — Competent
- **NYC** — Not Yet Competent
- **IWS** — Insufficient Work Submitted

### Grades 4 - 12 Reported As

- **A** — Advanced Competent
- **B** — Beyond Competent
- **C** — Competent
- **NYC** — Not Yet Competent
- **IWS** — Insufficient Work Submitted

## HABITS OF ENGAGED LEARNERS GRADES

### Grades K - 12 Reported As

- **EE** — Exceeds Expectations
- **ME** — Meets Expectations
- **NI** — Needs Improvement

**F**
High School students with **NYC** at the end of the course, not finishing their completion plans will receive an **F**.

**F**
High School students with **IWS** at the end of the course, automatically converts to an **F**.

### What happens if my child is *Not Yet Competent (NYC)?*

This learning is so important that we need to work together to bring your child to a competent level. Therefore, your child may need to do one or more of the following:

- **Relearn** and **reassess** with his/her teacher
- Participate in a **competency completion program** such as:
  - A tiered intervention program
  - Before and/or after school tutoring
  - Summer school
  - Online learning opportunity

### Exceptionalities:

If you have a question about how the Competency-Based Learning Model works with a 504 Plan or IEP, please contact your child's Case Manager.

Update 8/19/14