

Traditional Assessment & Grading Model	High Quality Learner-Centered Model
Grades are recorded by the type of assessment (i.e. test, quiz, project, homework).	Learner achievement is recorded by competency.
Assessments are categorized as tests or quizzes.	Assessments fall into one of two categories: formative or summative.
Assessments report an overall grade with little or no details regarding achievement of learning goals.	Assessments provide feedback that is directly tied to a competency statement.
Tests are "terminal" events. Grades do not change and students move on whether or not they understand the material.	Learners are able to relearn and reassess in order to demonstrate mastery of learning goals.
Academic achievement and behavior are combined and reported as one grade.	Academic achievement is reported for each competency and behaviors are reported separately as <i>Personal Competencies</i> .
Grades are calculated by adding up points, which are unique from teacher to teacher.	Competency grades are derived using common practices.
Final course grades are derived quarterly. A final course grade is calculated as an average of those quarterly grades.	Teachers provide snapshots throughout the year of learner progress. A learner's final grade will be reported at the end of the class/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 use common practices when deriving final grades.

## Glossary of Terms

**Competency Statements** articulate the settings in which a learner is called to transfer content knowledge, skills, and dispositions.

**Academic Competencies** communicate essential content knowledge.

**Learning Goals** are the specific, measureable stages of achievement; they describe what learners should know and be able to do.

**Focus Learning Goals** articulate where the emphasis of instructional time, summative assessment, and grade reporting lies.

**Personal Competencies** are the essential skills, habits, and strategies learners need to actively engage and thrive in the learning cycle; these competencies support a successful educational experience.

**Rubrics** are assessment tools used to communicate various performance levels of proficiency.

**Formative Assessments** are used to gauge learner understanding and to provide feedback for further learning.

**Summative Assessments** are used to measure a learner's mastery of the competencies; they provide cumulative data that indicate the level of learner proficiency for grade reporting.

**Relearning & Reassessment Opportunities** are integrated into practice and used to bring learners to proficiency.

## Inter-Lakes School District High Quality Learning Guide for Parents Grades 9 & 10

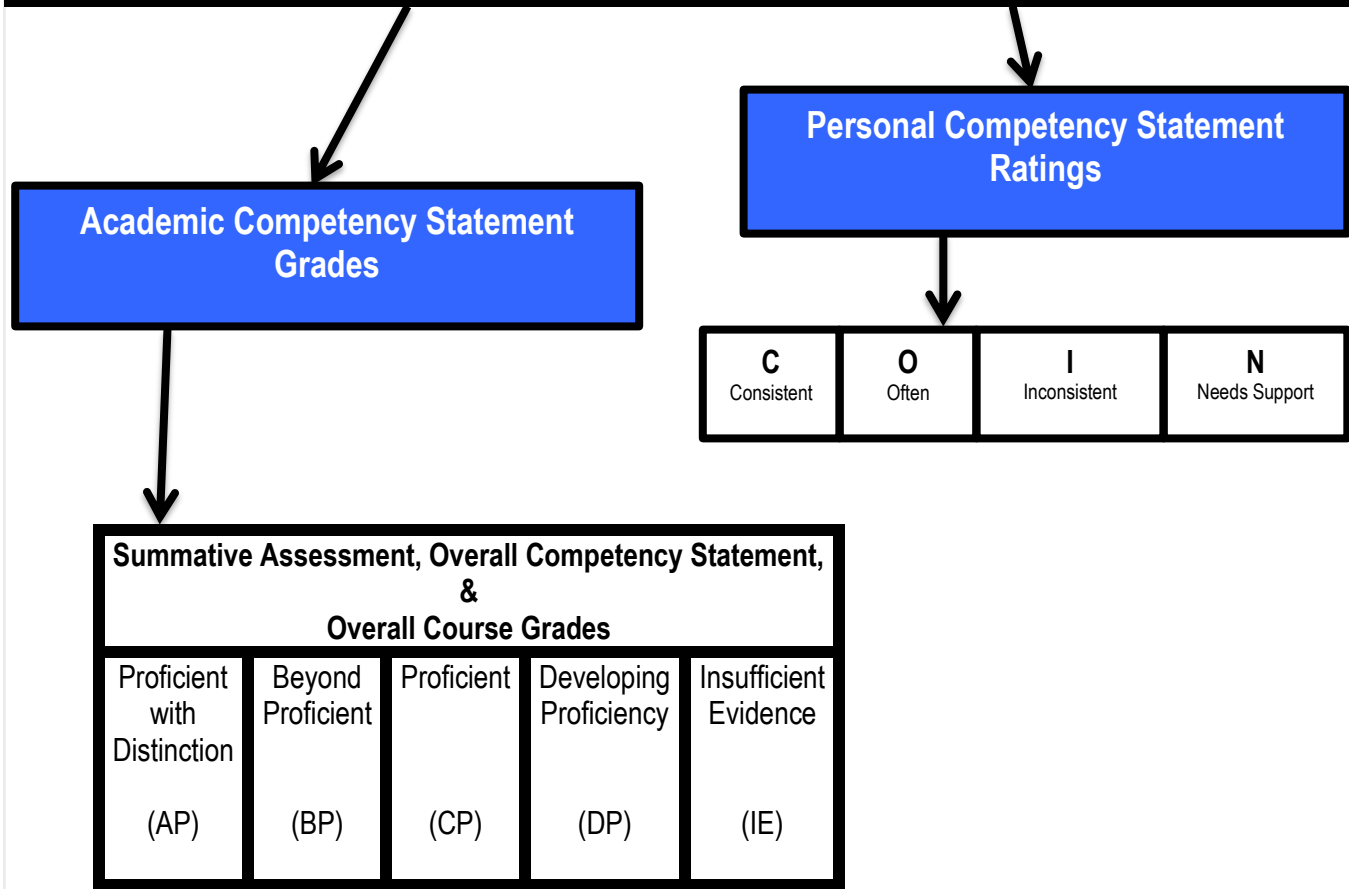
2020-2021

The Inter-Lakes School District has adopted a **High Quality Learning Model**. This model provides a coherent framework to empower teachers, learners, and community members to realize the **ILSD vision for learning**.

Anchored in the explicit development of both core **academic competencies** and key **personal competencies**, this high quality learning model is driven by learner demonstration of proficiency and a core belief that the design of learner-centered pathways is the most powerful approach we can take to activate the **ILSD design principles for learning**. Also driven by a core belief that expectations of learning ought to be transparent to all, the competency documents are accessible online.



# Communicating Learner Achievement to Parents in Grades 9 & 10



## What happens if my child is not yet Proficient (P)?

This learning is so important that we need to work together to bring your child to Proficient (P). Therefore, your child may need to do one or more of the following:

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

Summative Assessment, Overall Competency Statement, & Overall Course Grades				
Proficient with Distinction	Beyond Proficient	Proficient	Developing Proficiency	Insufficient Evidence
(AP)	(BP)	(CP)	(DP)	(IE)

**Exceptionalities:** If you have a question about how learners with a 504 Plan or IEP are supported, please contact your child's Case Manager.

