Curriculum Corner

THE OFFICIAL CURRICULUM NEWSLETTER OF SAU 7

CBE Update
Late Work & What's to Come

We appreciate all of your feedback as we continue the evolutionary process of our competency system this year.

Late Work: Following the Admin team meeting held on December 3rd, it has been decided that the policy for accepting late work will be updated as follows, effective January 21, 2025, the start of Semester 2:

While there are no specific standards or competencies addressing punctuality, we operate within a time-bound system. Starting January 21, late work will no longer be accepted beyond 10 days after the due date. This policy applies to all Middle and High School students, including SCS (grades 5–8), CAES (grades 6–12), and PSD (grades 7–12). {Previously, the procedure permitted students to submit work during the first 8 weeks of a 9-week quarter to ensure adequate time for developing competency. Based on feedback, we have adjusted this procedure.}

Exception: At the teacher's discretion, if a student requests additional time for learning and the teacher deems the request valid, the student may develop a plan to demonstrate their understanding.

**All policies and procedures for students who are absent due to illness remain in effect.

What's to Come: Currently, data and research are being collected for the Admin team to review and address the following topics this summer:
Transferable Skills
Middle School grading scale
Honor Roll calculations
Class syllabus

We recognize that there are some wrinkles to iron out in this system, and we appreciate your feedback and patience as we try to do exactly that.

Happy Holidays!

FORMATIVE & SUMMATIVE ASSESSMENTS

Formative Assessments capture a student's progress through the learning process and help students and teachers understand to what extent a student is learning a concept or skill. Formative assessments are considered practice and are weighted as 10% of the overall grade. They are recorded in the gradebook to provide feedback and show growth in skills over time. Examples include classwork and homework. Formative assessments are used to determine summative readiness and when students need reteaching, intervention, and extension during the learning process.

Summative Assessments are used to capture transferred evidence of student learning and demonstrate what a student knows and is able to do. They are oftentimes comprehensive and performance-based in nature. These assessments are linked to one or more of the grade level or course competencies and are used to calculate the overall course grade with a weight of 90%. Examples include mid-unit check-ins, research projects, presentations, labs, writings, tests, simulations, and other similar tasks. Students are expected to complete key formative assessments before they are considered eligible to take a summative assessment.

Elementary, Middle, & High School Scale

Level	What the Level Means	Rubric Score
Expanding	The student consistently and independently extends and transfers content knowledge and skills beyond essential competencies.	4
Proficient	The student demonstrates essential content knowledge and skills consistently and independently with ability to apply and transfer to real-world situations and/or a new task.	3
Approaching Proficient	The student demonstrates the emerging application and transfer of essential content knowledge and skills in familiar tasks.	2
Beginning	The student is initiating the ability to demonstrate the essential content, knowledge, and skills.	1
Insufficient Evidence Shown	The student has submitted an insufficient level of evidence yet to receive a grade.	0

Academic Grades

Our grade level and course curriculum identify specific *big ideas*, known as competencies that answer the question: What is it we want our students to know and be able to do? Each competency is broken down into a subset of specific skills and learning targets. Think of these as building blocks on the road to mastery of the end-of-year competencies. Teachers collect evidence of learning throughout the year through assessments that are linked to the learning targets, which are linked to competencies. This allows teachers to report progress grades for each competency throughout the year on report cards. At the high school level, in order to receive credit for a course, students must receive a minimum passing grade in each competency.

~ In Our Schools ~

Colebrook Academy & Elementary School second grade teacher Crystal Ouimette shares, "In second grade we learned about the history of voting. Our focus was on what has changed from the beginning of voting to now. We went through some of the steps of voting. The overall goal was to make a choice for our class incentive jar activity. Students were given three choices then they made mini campaign posters and T- shirts trying to tell classmates why one option was better than the other. We then set up a voting booth with ballots to cast our vote! We enjoyed learning about voting and getting to do the real life voting aspects that connected to our classroom. "
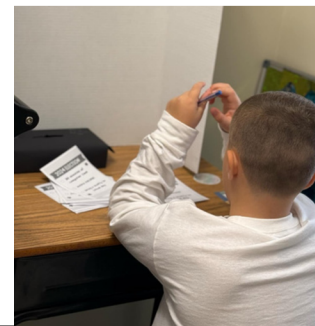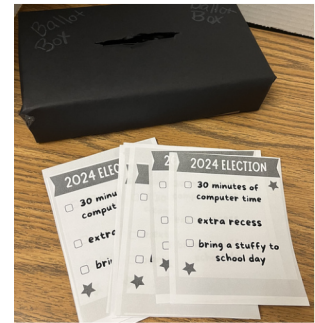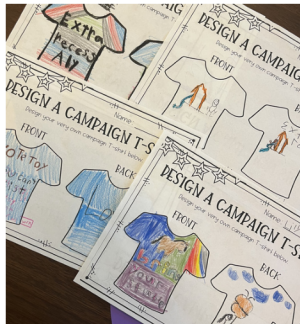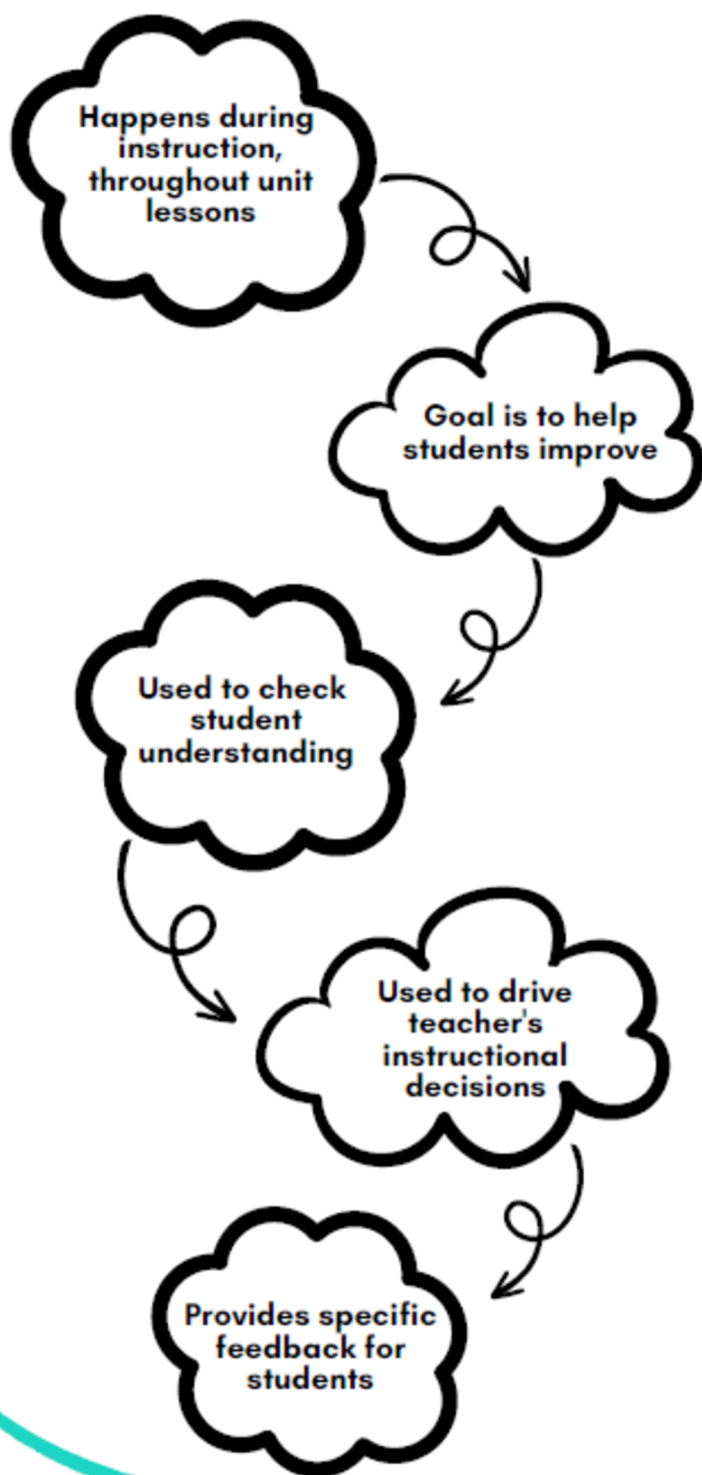

~ In Our Schools ~

Stewartstown Community School Pre-K and Kindergarten teacher Laurel Hemon shares, "PreK/K has been working on fine motor skills to get ready for writing. We're also working on doing things independently, like getting supplies for activities, such as painting, on their own. It's going really well!"

Formative vs. Summative
Assessments

Formative Assessments

Happens during instruction, throughout unit lessons

Goal is to help students improve

Used to check student understanding

Used to drive teacher's instructional decisions

Provides specific feedback for students

Summative Assessments

Occurs after instruction, at the end of the unit

Goal is for students to show learning through transfer of knowledge to a unique situation

Used to evaluate student learning at the end of a unit

Aligned to specific standards, assessed on a rubric

Provides specific feedback for students