



Competency-Based Reporting Guide

High School

SAU 7 schools believe that the purpose of grading is to communicate student achievement. Grades are not about what students earn, they are about what students learn. All teachers use the same grading practices in their classrooms. This promotes grades that are consistent, accurate, meaningful, and supportive of learning.

The following scale is used for Competencies and Transferable Skills for grades K-12:

| 4: Expanding | 3: Proficient | 2: Approaching | 1: Beginning | IES |
|--|---|---|--|---|
| Consistently and independently extends and transfers content knowledge and skills beyond essential competencies. | Essential content knowledge and skills are demonstrated consistently and independently with ability to apply and transfer to real-world situations and/or a new task. | Demonstrates the emerging application and transfer of essential content knowledge and skills in familiar tasks. | The student is initiating the ability to demonstrate the essential content, knowledge, and skills. | Insufficient Evidence Shown: The student's work was not completed or turned in. |

Transferable Skills

SAU 7 Transferable Skills



COLLABORATOR: I can work in diverse groups to achieve a common goal and produce a quality product while appreciating individual contributions.



COMMUNICATOR: I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding and accomplish goals and tasks.



INNOVATIVE THINKER: I can use original and flexible thinking to communicate my ideas or construct a unique product or solution.



SELF-DIRECTED LEARNER: I can initiate and manage my learning, and demonstrate a growth mindset, through self-awareness, self motivation, self-control, self-advocacy and adaptability as a reflective learner.



SAU 7 schools recognize that effective learners are able to employ and develop strategies, habits, and skills that prepare them to be effective lifelong learners and contributors in our society. These skills are defined through four Transferable Skills and are integrated into learning activities and assessments. Self-assessment and teacher feedback provide an ongoing cycle of reflection and opportunities for continued growth.

Overall Academic Competency Statement Grades 9-12

| High School Chemistry | |
|---|---|
| CHEMISTRY Competency 1: Students will demonstrate the ability to observe and describe patterns in natural and human-designed phenomena and use those patterns to support claims about the observed or predicted relationships among phenomena. | 2 |
| CHEMISTRY Competency 2: Students will demonstrate the ability to analyze evidence from a variety of sources (investigations, models) to predict, connect and/or evaluate the cycling of matter and flow of energy within and between systems in order to understand, describe, or predict possibilities and limitations of systems. | 1 |
| CHEMISTRY Competency 3: Students will demonstrate the ability to use evidence to support claims about the relationship among structure and function of natural and human-designed objects. | 3 |

**Course Academic
Competency
Statements**



**Overall Academic
Competency
Statement Grades**



| Traditional Assessment & Grading Model | Competency-Based Learning Model |
|--|---|
| Grades are recorded by the type of assessment (i.e., test, quiz, 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 Transferable Skills. |
| 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 weight 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

- **Academic Competencies** communicate essential content knowledge and skills.
- **Learning Goals** are the specific, measurable stages of achievement; they describe what learners should know and be able to do.
- **Transferable Skills** 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 and Reassessment Opportunities** are integrated into practice and used to bring learners to proficiency and beyond.