

## 2016-2017 High School Scoring Guide

Thompson School District is committed to providing an accurate picture to communicate student growth and student achievement by giving students clear, specific feedback on their growth toward the mastery of grade level content and standards. The purpose of this document is to explain how those practices work and how our schools communicate the information on report cards and transcripts.

### **Academic Scores and Work Habits Practices:**

All standards-based scoring courses have an overall final course grade that is generated from academic scores that are recorded throughout the course. Academic scores are communicated separately from work habits (also known as academic behaviors) on report cards and transcripts.

#### Academic Scores:

Each course in Thompson has specific content standards, aligned to state standards as competencies. Course competencies answer the question: What is it we want our students to know and be able to do? Each competency is broken down into a smaller subset of specific skills, concepts, and learning targets for which evidence is collected.

#### Work Habits:

Throughout the year, teachers monitor and assess the students' work habits of collaboration, communication, creative problem solving and self-agency. These practices measure a student's ability to effectively communicate, creatively solve problems, contribute to his/her community, manage their learning, produce quality work, and responsibly use information. These scores are communicated separately on report cards and the final transcript.

### **Overview**

Thompson School District transcripts follow a very common format that is accepted through CollegeBoard, colleges and universities around the country. Transcripts report two important statistics: Grade Point Average (GPA) and Class Rank.

#### Grade Point Average (GPA)

GPA is reported on the transcript as both **non-weighted** and **weighted** cumulative calculations using the scale below. Non-weighted means that all classes, regardless of level, receive the same weight. Whereas, weighted calculations are applied to classes by course level (Honors, Advanced Placement, IB, and Concurrent Enrollment are on a different scoring level).

#### Class Rank

Class rank is based on a cumulative **weighted** grade point average, using the scale below, where classes receive the weight by course level (Honors, Advanced Placement, IB and Concurrent Enrollment are on a different scoring level). Class rank is computed at the end of the first semester of the senior year.

### **Graduates of 2017, 2018, 2019 and 2020**

<b>Proficiency Level</b>	<b>What the Level Means</b>	<b>Course Grade</b>	<b>GPA Score</b>	<b>Weighted GPA Score</b>	<b>Letter Grade</b>
Exemplary	<ul style="list-style-type: none"> <li>✓ Demonstrates excellence in mastering grade level expectations or standards</li> <li>✓ Ability to transfer and apply learning to new situations</li> <li>✓ Continuous and thorough understanding of content, observations, and insights</li> <li>✓ Shows creativity, critical thinking, or makes unique connections</li> </ul>	3.75 – 4	4.0	5.0	A
		3.25 – 3.74	3.5	4.5	A
Meets	<ul style="list-style-type: none"> <li>✓ Shows thought and understanding of grade level content and expectations with little help or prompting</li> <li>✓ Accurate insights, observations, and logical conclusions.</li> <li>✓ Develop the ability to transfer and apply grade level concepts</li> </ul>	2.75 – 3.24	3.0	4.0	B
		2.25 – 2.74	2.5	3.5	C
		2.0 – 2.24	2.0	3.0	C
Progressing	<ul style="list-style-type: none"> <li>✓ Developing an understanding of grade level content and expectations and may require assistance to deepen</li> <li>✓ Beginning to make connections, conclusions and observations however, inconsistent across days/activities</li> <li>✓ Ability is somewhat limited to transfer and apply grade level concepts</li> </ul>	1.5 – 1.99	1.0	1.0	D
Emerging	<ul style="list-style-type: none"> <li>✓ Understanding of grade level content and expectations is limited</li> <li>✓ Connections to conclusions and observations are beginning to emerge yet are limited or not existent at this time</li> </ul>	1.0 – 1.49	1.0	1.0	No Credit
Insufficient Evidence		IE	IE	IE	