

MAINE SCHOOL ADMINISTRATIVE DISTRICT #33

Proficiency Level Reporting System

The purpose of MSAD #33’s proficiency level reporting system is to provide students and parents with timely information concerning student progress toward, and achievement of, proficiency in the content areas of Maine’s system of Learning Results and the cross-curricular Guiding Principles of the Learning Results.

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents. This system shall be approved by the Board.

Students and parents will be informed at regular intervals of their academic progress through report cards and other written means.

Reports to parents will indicate the proficiency standards within the various content areas upon which the proficiency levels are based. Achievement will be reported by level of proficiency and descriptions of proficiency, but the reporting system must include at least the following levels:

| <u>Proficiency Level</u> | <u>Proficiency Description</u> |
|--------------------------|--------------------------------|
| 4 | Highly Proficient |
| 3 | Proficient |
| 2 | Partially Proficient |
| 1 | Not Yet Showing Proficiency |

Standards and proficiency indicators will be expressed consistently at each grade level and each school in the school unit.

Proficiency levels will reflect an aggregation of information gleaned from multiple and varied opportunities for student demonstration of proficiency.

For pre-K-grade 6 students, the Board encourages narratives and other forms of reporting as well as proficiency levels in order to make student progress more readily understandable to parents.

For grades 7-12, report cards will list each course by name and the pathway through which it was completed (e.g., course, honors, AP, vocational, dual enrollment, independent study) as well as the proficiency level.

Weighted High School Grades for 2018 – 2020

To recognize demonstrated proficiency in courses/learning experiences that are particularly rigorous, the numerical proficiency grade in any course so designated will be multiplied by a factor of:

| | | |
|----------|--|---------------|
| Group 1: | Represents all special education classes, including physical education | Factor = 1.0 |
| Group 2: | Represents general and some Vocational Education Courses | Factor = 1.05 |
| Group 3: | Represents business, fine arts, and some Vocational Education Courses | Factor = 1.10 |
| Group 4: | Represents college prep level courses | Factor = 1.15 |
| Group 5: | Represents college prep lab courses plus college courses approved in advance | Factor = 1.20 |

Courses for which weighted grades will be reported will be listed in the course guide.

Weighted grades will be used in the calculation of grade point average for the purpose of honor roll and class rank.

Grade point average will be included in the final report card of the year.

At all levels, “Habits of Mind” will be reported separately from academic proficiency.

Interim progress reports indicating deficiency or a need for remedial intervention, or a significant improvement in performance, may be issued at any time.

The educational team will provide written notification to students and parents by the end of the third quarter of each school year if the student may not advance because he/she has not met proficiency in the standards of the Learning Results for one content area, **or** if the student may not qualify for a high school diploma because he/she has not met the required standards.

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| History: | Adopted | Meeting #455 | April 22, 1985 |
| | Revised | Meeting #645 | November 1, 1993 (as part of policy IKC) |
| | Revised | Meeting #990 | July 10, 2017 |