

DHS Student and Parent Grading Guide 2015-2016

Teaching and learning at DHS follow the principles of standards-based education. We're confident that this approach will prepare our students to successfully earn a proficiency-based diploma.

Here are a few key terms that students and parents should understand:

- **Standards-based education** is a system of instruction, assessment and grading where students progress through their education by demonstrating their ability to reach learning targets in all of their courses.
- **Learning targets** are statements regarding the learning students will achieve. It is the instructional goal or objective.
- **Formative assessment** takes place during instruction, when students have been learning to the point where both the teacher and the students need feedback on the students' progress.
- **Summative assessment** is used to evaluate student learning at a point in time when the instruction of a learning target is complete.
- **Rubrics** or scoring guides present the grading criteria for student performance on an assessment or task.

Here are a few notable features of standards-based education at DHS at this point in our transition:

- Every class's units and/or lessons will have "learning targets" communicated for students and parents to understand
- Each learning target will be assessed with at least one formative and one summative assessment
- Grades will be entered into PowerSchool using the traditional 0-100 grading scale for 2015-2016
- Habits of Work and Learning (HOWL) will be recorded separately and valued as 10% of each overall course grade

The Purpose of Grading and Assessment at DHS

The purpose of grading is to measure student achievement and communicate progress towards meeting the learning targets in a particular course. Standards-based education helps educators communicate more information than just a letter grade.

General Academic Achievement Scoring Guide

| Score | Definition of Performance |
|-------|--|
| 4 | In addition to the 3.0 knowledge, infers or applies in a new context or to a higher level |
| 3.5 | Demonstrates all of a score of 3 and some aspects of a 4 |
| 3 | Is proficient with complex targeted knowledge (concepts, principles, processes) |
| 2.5 | Demonstrates all of a score of 2 and some aspects of a 3 |
| 2 | Is proficient on foundation knowledge (skills, terms, details) |
| 1.5 | Demonstrates some aspects of a 2 |
| 1 | With help, cannot do Level 2 work |
| INC | Incomplete can be used when work has not been passed in but the assignments are open for completion or replacement. Incompletes become 0 at the end of the term. |

Getting Information from PowerSchool

Once in PowerSchool, parents can click on the the “Category” link for each assignment and instantly access the full language of the learning target being assessed. Grades can be viewed as well.

If you have any questions about how to set up or access PowerSchool, please contact the DHS Main Office at 562-4251.

Click here for learning target information.

PowerSchool

School

Start Page > Student Selection > All Enrollments > Scores

Scores ⚠

Advanced Algebra I A Exp. 2(A-B)

Final Letter Grade¹: --

Teacher Comments:

Section Description:

| Due Date | Category | Assignment |
|----------|-----------------|----------------------------------|
| | Evaluating Expo | Chapter One Unit Quiz: Formative |
| | Evaluating Expo | Chapter One Unit Test: Summative |