SCORING KEY

Habits Of Work (HOW) are scored:
• 3 (meets)
• 2 (partially meets)
• 1 (does not meet/needs intervention)

These are NOT used to compute course scores on Content Proficiency; HOW scores are reported separately and are used to determine co-curricular eligibility and honors/recognition eligibility. HOW scores are a decaying average, thereby making the most recent scores more impactful in the calculation.

Essential Learning Targets are **summatively** scored:
• 4 (Exemplary work that shows a deeper, more thorough understanding of the Essential Learning Target to the level of rigor that means the students has exceeded the ELT)
• **HIGH SCHOOL ONLY** 3.5 (Strong work that shows a deeper, more thorough understanding of the Essential Learning Target but not to the level required to be considered exceeding the target)
• 3 (meets the of proficiency of the Essential Learning Target)
• 2.5 (partially meets the level of proficiency of the Essential Learning Target; approaching the level of understanding required for proficiency)
• 2 (partially meets the level of proficiency of the Essential Learning Target; early exhibition of a developing understanding)
• 1 (does not meet the level of proficiency of the Essential Learning Targets; learning is not progressing at a rate to meet end-of-year target)

These are the only scores used to compute course scores. The summative scores for an ELT are calculated as a trend of the learning.

Objectives to an Essential Learning Targets are **formatively** scored:
There is no “4” for a formative activity. Formatives are on the smaller pieces of learning, as in the objectives, and are therefore not at the full rigor or assessing the complete ELT. Getting everything right on a formative does not mean a score of “4” but rather a score of “3.”
• 3 meeting the expectation of the task or activity
• 2.5 significant progress toward meeting the expectation of the task or activity,
• 2 initial exhibition of the expectation of the task or activity,
• 1 not meeting the expectation of the task or activity,

These are the NOT used to compute course scores. However, if there are no summative scores entered for an ELT, the last formative score will appear as the score for the ELT.

High/Low Leverage
Each ELT, while essential, is not equally important or essential. Some ELTs require multiple demonstrations of proficiency across contexts and over time while others need to be assessed once.
A High-Leverage ELT means that a target will be assessed summaratively 3 times while a low-Leverage ELT means that a target will be assessed summaratively 1 time BUT will be assessed multiple times for students who do not meet (earn a 3) on this 1 summative. Note: Because low-leverage targets may be assessed only once, you have to make sure a “4” is offered every time.

An ELT is considered "high leverage" when the skill or knowledge interacts across standards - complements or supports other targets in the class or other content areas, would be used or called upon over and over again in the content, is a natural target to link to and be supported by a 21st Century Skill and/or knowing it or being able to do it is a life-skill.

**Exceeds**

A “4” is significantly different from a “3” relative to the complex demand of thinking or a more complex application of the skill or knowledge. The “4” is not just more of the “3”. For instance, saying that answering 9 out of 10 questions on a test correctly is a “3” and that 10 out of 10 is a “4” is not good practice unless the last question is one that requires the rigor that has been defined for a “4” on either the Cognitive Rigor Taxonomy (“understands”) or the Application Rigor Taxonomy (“is skilled at”).

A student should not have to undertake a large amount of independent work to earn a “4”. Opportunities to study advanced topics, tackle challenging problems, and develop advanced skills should be made explicit and actively supported as part of regular instruction whenever possible for all students.

A student will have an opportunity to demonstrate understanding/skill at an increased rigor level for **every ELT, not every summative**. This means that only the last summative opportunity must be constructed so that students' can show the increased complexity in demand of thinking or application of concepts to a more complex situation.

An activity or task that is intended to offer students the opportunity to exceed an ELT should be designed in such a way that all students attempt the “4”, rather than having it be an “optional” or extra credit part.

Classroom instruction and activities should include tasks that require 4-level rigor and students should be able to articulate the difference between a proficiency level of “3” and an exceeds rigor level of a “4”. 