



September 1, 2021

Dear Parents and Guardians,

On the journey toward standards-based teaching and learning, CAA teachers have been working to establish a philosophy of assessment and grading that accurately reflects student learning. It is our belief that standards-based grading (SBG) does just that.

Standards-based grading must:

- Clearly define the learning goals and give specific feedback on progress.
- Be accurate and reflect the student’s actual performance.
- Support the learning process and demonstrate student growth over time.
- Offer multiple opportunities and ways to demonstrate proficiency
- Represent a student’s academic performance vs other factors.

The North American Division of Seventh-Day Adventists Department of Education and CAA teachers have identified specific priority standards in each class that students must achieve to be successful. These learning goals, delivered through proficiency scales, provide students, parents, and teachers with a clear understanding of the progression of what students should know and be able to do.

Our proficiency scales use a 4-point system that is designed to reflect a student’s progress toward a specific learning goal. The 4-point scale shows the parents, the student, and the teacher what the students knows and is able to do. Proficiency scales also identify gaps in learning.

**Levels of Proficiency**

Advanced (4)	Advanced content - I understand and can apply the concepts/skills completely and can explain them in detail.
Proficient (3)	Target content - I understand the important things (proficient) about the concepts/skills.
Developing (2)	Simpler content necessary for proficiency - I have a general understanding of foundational concepts but am working to master the application of concepts and skills.
Emerging (1)	Student needs help reaching 2.0 and 3.0 content - I need help understanding the concepts/skills.

CAA will be reporting scores and grades on Renweb/FACTS using the following three categories:

1. Success Skills
2. Evidence of Proficiency
3. Proficiency Scale Score

Success Skills will be scored for student feedback and will not affect the student's grade. Evidence of proficiency will be scored using the 4-point scale and will not immediately affect a student's grade but the scores will serve as mounting evidence for the summative category. Letter grades will appear in the Proficiency Scale Score category after the final assessment for each standard.

The first category, Success Skills, includes important nonacademic factors such as preparedness for class, practice work completed at home, class participation, attendance, etc. These success skills will be tracked and recorded by teachers but will not be a part of the student's grade. This stems from our belief that grades should only reflect the student's actual academic performance. While success skills do not affect a student's grade, the nonacademic factors and the practice work will give teacher, parents, and students valuable feedback that will help guide learning.

In the second category, Evidence of Proficiency, teachers are recording practice work completed in class, checks for understanding, essays, projects, quizzes, and assessments. Again, what is recorded in this category will vary by teacher and subject and is specifically designated by the teacher to show evidence of proficiency for a specific learning goal. Each piece of evidence recorded will indicate the learning goal and the score being assessed on the proficiency scale.

The final category, Proficiency Scale Score, is where the teacher will record the final score for each learning goal. Because CAA is still recording grades on transcripts for college and career purposes, conversion charts (pictured below) will be used to convert the standards-based score for each learning goal to a percentage and then to a traditional letter grade. This score is assigned from the practice work and assessments that students have attempted in class, the mounting evidence of their work on a particular standard. The concept of mounting evidence means that the teacher will examine the pattern of scores from the practice work and assessments connected to a particular standard and will use those scores to assign a summative score for that standard. It is important to keep in mind the students can work with their teachers to reassess practice work and assessments.

### 1-4 Conversion Scale to Percent

Standards-based Scale Score	Percent Conversion
0	0%
.5	50%
1	60%
1.5	65%
2	70%
2.5	80%
3	90%
3.5	95%
4	100%

### Letter Grade to Percent

Letter	Grade Percent
A	93%
A-	90%
B+	88%
B	83%
B-	80%
C+	78%
C	73%
C-	70%
D+	68%
D	60%
F	<60%

We appreciate your patience as we work through this new grading philosophy. If you have any questions, please contact your child's teacher or me at [gene.heinrich@caaschool.org](mailto:gene.heinrich@caaschool.org)

Sincerely,



Gene Heinrich, Principal