

Summer Enrichment Opportunities

Raymond High School is a proud partner with the Reach High Scholars Program to provide a variety of summer enrichment opportunities to all qualifying students. These opportunities include Saint Paul's Summer Advanced Studies Program, Phillips Exeter, Summer at Brown, and Summer Enrichment at Dartmouth. Interested students should see their school counselor or visit www.reachhighscholars.org for more information.

Textbooks

Textbooks are loaned to students for use during the school year. Books are to be kept clean and handled carefully. **Students are encouraged to cover their books with personal covers.** The student's name and grade must be written on the book label. All texts must be returned to the classroom teacher at the end of the course. Parents/guardians will be responsible for reimbursing the school for any lost or damaged textbooks. .

Valedictorian/Salutatorian

Determination will be made after 4th quarter report cards.

GRADING

RHS uses a competency based learning approach to grading and reporting. The purpose of grade reporting is to communicate information about levels of student achievement on specific learning goals which are our competencies. Competencies describe what students should know and be able to do in each subject area at each grade level. Competency based reporting means that student progress is measured against a set of distinct, academic expectations for each subject area. The guiding document is the New Hampshire College and Career Ready Standards for English and math. For the other content areas our competencies are based on related state and national content standards.

Competency based reporting allows teachers, parents and students the ability to view the level of progress with specific skills and concepts within the subject area. This approach provides parents and students with more detailed information about specific areas of strength as well as those areas that may need further study and support.

Our reporting practices are guided by the belief that achievement should be used to communicate levels of student performance on specific learning goals. Behaviors, including but not limited to effort and participation, will no longer influence a student's academic achievement. Student achievement and academic success are essential and through the revised grading practices will be more fair, consistent, and and more accurate. Competency based grading provides clearly defined learning targets and specified levels of achievement.

Key Terms:

- **Competency** is a statement that identifies what students should know and be able to do at the end of the year. There are several competencies for each course, the number of competencies varies per content area. The competency grades are calculated by the associated standards, which roll up into the given competency.

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- **Standards** are educational objectives—i.e., what students should have learned by the end of a course, grade level, or grade span.
- **Assessment** is the ongoing process of describing or gathering data about student performance in order to document student progress toward meeting a standard.
- **Performance levels** are used to evaluate and report what students know and are able to do.
- **Rubric** is a tool used to score or rate students' performance on tasks. It generally consists of a fixed measurement scale, a set of clear criteria, and performance descriptions for each criteria on each level of the scale. If a teacher finds in evaluating student work that the rating on the rubric falls between two distinctions a half increment will be assigned (.5, 1.5, 2.5, 3.5).

RHS uses a **0 - 4**, to score all assessments. **(See the scoring chart below)**

Formative Assessments also known as practice and preparation, are assessments for learning. These assignments inform teachers, students and parents of where the student is in the learning process. They also allow for feedback opportunities to help the student improve and prepare for the summative assessments. These assessments are considered practice. Formative assessments are weighted 10% of the overall course grade.

The types of assignments that fall into this category include but are not limited to:

- Homework and worksheets
- Skills checks or quizzes
- Entrance/exit tickets
- First drafts of writing assignments
- Reading or Practice Logs
- Graphic organizers and brainstorming
- Informal observations of student work
- Pre-tests
- Other class work not listed

Summative Assessments are assessments of learning. These assessments allow teachers to measure the level of student achievement of a standard(s). These assessments are linked to one or more of the course competencies and are weighted at 90% of the overall course grade.

The types of assessments that fall into this category include but are not limited to:

- Tests
- Projects
- Presentations
- Performance Assessments
- Writings (papers, essays, stories, lab reports, summaries, etc.)
- Authentic learning tasks (real word applications & problem solving)

Formative assessments will not be used to determine student performance levels. Summative assessments will be used to determine student attainment of grade level standards, as well as exceeding those standards.

Formative assessments and summative assessments will be 10% and 90% of the final grade respectively. Formative assessments will be marked "Collected" or "Missing" and/or be given a 0 - 4 score in the teacher grade book.

Formative assignments (assessments and practice) are not optional assignments and need to be completed by the students to the best of their ability. These assignments are meant to provide students with the practice so that

they can master the knowledge and skills of the content that is being shared with them. Formative assignments are also indicators to the students and their teachers of where the students are at in the learning progression toward mastery of the concepts and skills being learned.

If students do not complete the formative assessments and practice assigned to them they may be assigned to complete that work prior to participating in other activities. Possible consequences to not completing missing work in a timely manner may include, but not limited to, loss of privileges, being assigned to missing work sessions during Ram Time and/or being assigned to in-school restriction until the work is completed. Teachers will enter formative assignments in their gradebook, and the appropriate feedback on student progress toward mastery, at least every two weeks to keep students and their families informed.

Course standards, competencies and Work Study Practices will be assessed on a four point scale along with one of four achievement levels; Proficient With Distinction, Proficient, Partially Proficient, or Substantially Below Proficient. Students who score in the Substantially Below Proficient range will not be issued credit for the course until successful competency recovery takes place.

Summative assessments will assess one or more course standards. Each standard will receive a score based on the student responses on the assessment. Each course competency is based on a group of similar standards and the competency score is based on standards scores that make up that competency. The letter grade for the course will be determined by the competency scores for the course. All scores will appear in the Parent Portal of PowerSchool for overall course grades.

All grade reporting will be done online via PowerSchool Parent Portal. A printable copy of competency based progress reports and grade reports can be accessed through your Parent/Student Portal. Teacher comments may be recorded on the printable progress report/ report card. All parents/guardians and students will be provided with a Username and Password to access PowerSchool Parent Portal at the beginning of each school year.

Student progress toward mastery of the course competencies will be reported out on both progress reporting and grade reporting. A student's final overall course grade is cumulative over the entire school year; it is not an average of the quarter grades.

Work-Study Practices

Work-Study Practices (**WSP**) are those behaviors that enhance learning achievement and promote a positive work ethic such as, but not limited to, listening and following directions, accepting responsibility, staying on task, completing work accurately, managing time wisely, showing initiative, and being cooperative. These behaviors will be scored separately for each course and appear during both progress reporting and grade reporting.

The Raymond School District Work Study Practices are:

- **Communication**

Students can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.

- **Creativity**

Students can use original and flexible thinking to communicate their ideas or construct a unique product or solution.

- **Collaboration**

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Students can work in diverse groups to achieve a common goal.

● **Critical Thinking and Problem Solving**

Students can identify key elements of the problem issue, formulate valid conclusions based on sufficient and reliable evidence and consider alternative solutions and different points of view.

● **Self-Direction**

Students can initiate and manage their learning, and demonstrate a “growth” mindset, through self-awareness, self motivation, self-control, self-advocacy and adaptability as a reflective learner.

Work Study Practices scores will be updated at progress reporting and grade reporting times.

Grading Scale for Assessments:

Course Grades										
4	A+		3.4 - 3.2	B+		2.4 - 2.2	C+		1.4 - 1.2	D+
3.9 - 3.7	A		3.1 - 2.7	B		2.1 - 1.7	C		1.1 - 0.7	D
3.6 - 3.5	A-		2.6 - 2.5	B-		1.6 - 1.5	C-		0.6 - 0.1	D-
									0	F

Competency Grading			
Proficient with Distinction	4.0 - 3.5	A+ - A-	The student is exceeding the grade level competencies. He/She extends concepts and skills to a greater depth than presented.
Proficient	3.4 - 2.5	B+ - B-	The student is meeting the grade level competencies. He/She is able to grasp key concepts, processes, and skills.
Partially Proficient	2.4 - 1.2	C+ - D+	The student is progressing toward the grade level competencies. He/She performs inconsistently in regards to accuracy and quality.
Substantially Below Proficient	1.1 - 0.0	D - F	The student is not meeting the grade level competencies. He/She is not demonstrating understanding of key concepts and skills.
Insufficient Work Shown	IWS		Indicator is not demonstrated because of insufficient student work to assess.
Not Yet Assessed	NYA		Due to the progression and design of units these standards have yet to be covered at this point in the year.

RHS Summative Retake Procedure

The purpose of having students retake summative assessments is for them to have the ability to demonstrate mastery of the knowledge and skills being assessed.

Students who have a score of less than a <1.5 on a summative assessment must retake a summative. Students who earn a 3.5 or above on a summative assessment may retake a summative assessment only once. Students who may be required to complete all of the formative assignments accurately prior to the retake. The teacher may also require additional formative work prior to the retake. Retakes must be completed within ten school days of a scored summative being returned to the student and will be assigned the teacher during Ram Time until the student has retaken the summative. If a student retakes a summative assessment and earns a lower grade, the higher of the two grades will be recorded. The procedure for requesting retake is:

1. A student must request a retake of a summative within five school days of receiving a scored summative assessment back from the teacher.
2. The student requesting the retake must schedule a meeting with the teacher to plan for the retake.
3. All formative assignments related to the summative assessment must be completed prior to the retake. Additional practice may be assigned.