

Dear parents and guardians,

This year all teachers at Churchill Junior High are using proficiency-based grading (PBG). Grades are based on student proficiency in Utah State Core Standards. These grades are intended to communicate progress toward mastery of course content standards. Student grades are based on assessments of each standard; summative scores for each standard are determined by decaying average. At any moment, students and parents can see how proficient the student is on each core standard. As students complete assessments, scores for individual assessments are visible on Gradebook; however, a calculated overall grade/ proficiency will not be shown until scores on a minimum of three assessments per standard have been entered into Gradebook. **Before parent teacher conferences, your student may not have an overall grade in every class. There are several courses where standards are taught several times over a span of the whole quarter, semester, or year; therefore, that class will have several assessments completed but may not have three assessments in one standard. However, you can see how your student is doing on individual assessments in Gradebook even if three assessments in each standard have been done (see instructions below).**

#### Elements of Proficiency-based Grading:

- Focus shifts to learning and gaining proficiency from accumulating points.
- Grades/scores based on student proficiency in Utah State Core Standards and are intended to communicate progress toward mastery of course content standards.
- Class activities, assignments, and homework--now known as practice--are used as preparation for core standard assessments.
- Student scores are based on assessments of each standard; summative scores for each standard are determined by at least three assessments for each standard.
- At any moment, students and parents can see their student's progress toward proficiency in each course standard.
- Issues of student behavior, participation, punctuality, work timeliness (late work), and effort are reflected in a citizenship grade rather than an academic grade.
- "Extra credit "or "bonus points" are not included in the academic grade. Highly proficient (4) is awarded for application and deep understanding of a standard not based off extra credit/work.
- There are multiple and frequent opportunities for students to demonstrate concept proficiency.
- Homework is meaningful independent practice requiring time and effort outside the classroom. Homework has a purpose tied to content standards to help students gain proficiency but is not scored.
- Points are not deducted for reasons other than a student's lack of academic proficiency.
- Classroom assessments tie directly to content standards and objectives.
- Gradebook is updated regularly (at least once a week) to prompt learning and increase proficiency in content standards



**CHURCHILL**  
JUNIOR HIGH SCHOOL  
PROFICIENCY BASED GRADING

**4-Highly Proficient-**I have demonstrated proficiency & I can apply my knowledge in complex ways.

**3- Proficient-**I have met the expectations in the standard & demonstrated proficiency on my own.

**2-Approaching Proficiency-**I have demonstrated general understanding of the concept but still need help in key areas.

**1-Below Proficiency-** I still need help & support from my teacher to demonstrate understanding of the concept & to complete key tasks.

For more Granite District information on proficiency-based grading:

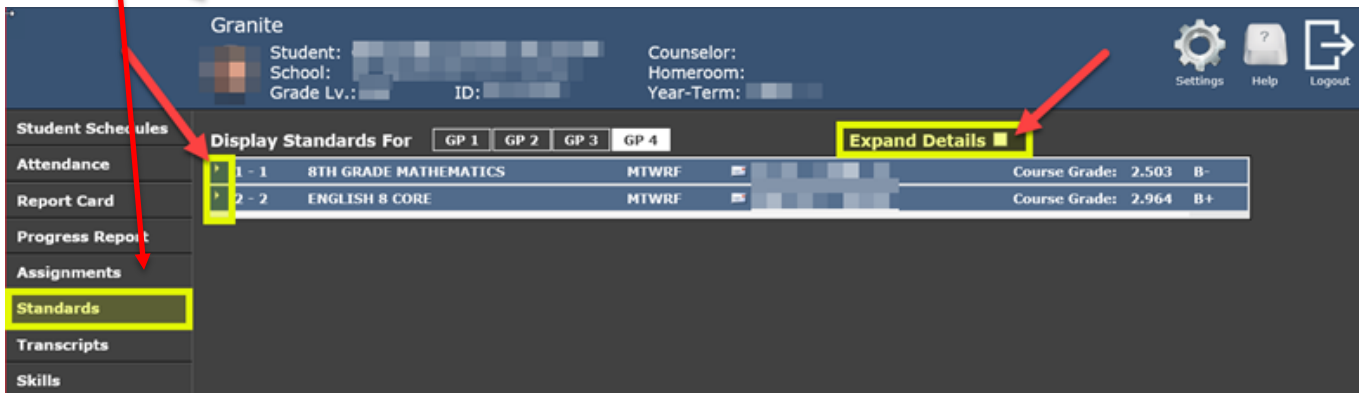
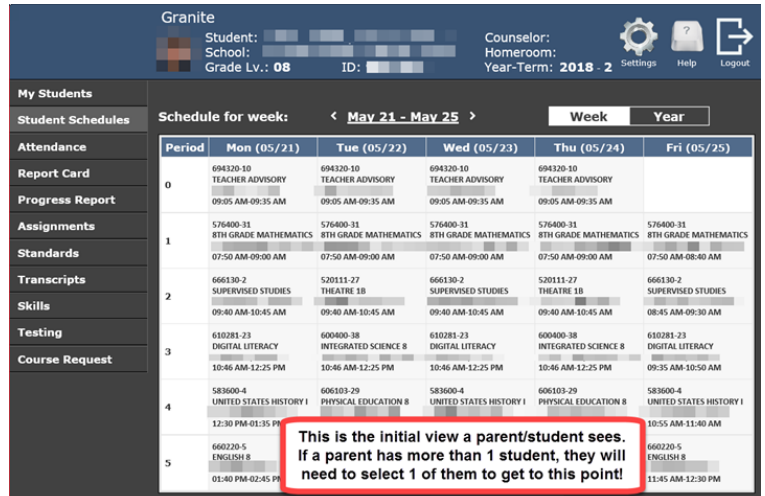
<https://www.graniteschools.org/grading/> or Granite PBG Informational video: <https://bit.ly/2NptBRa>

Using Portal to View PBG Class Grades and Assessments:

**Step 1: Log into portal**



**Step 2: Click on standards from the menu and expand class details using the small arrows to the left of each class**



**Step 3: Expand details using the small arrows to the left of each standard**

Standard ID	Description	Due Date	Course Section	Score
440953	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between			2.946
440954	Observe that orientation of the plane is preserved in rotations and translations, but not with reflections. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.			1.682
440955	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits			3.3
440968	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected f			2.084
442416	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			2.449
442417	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			3.550
442421	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.			2.975
442430	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			2.449
442431	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			3.550
442501	Determine or clarify the meaning of words and phrases as they are used in a text, including general academic and domain-specific words and phrases, as well as figurative and connotative meanings; analyze the impact of a word or phrase on a text and a speaker's meaning, tone, and purpose, including word choice and meaning, connotation and denotation; analyze the impact of a word or phrase on a text and a speaker's meaning, tone, and purpose, including word choice and meaning, connotation and denotation.			2.815
L2	Demonstrate command of the conventions of standard English grammar and spelling when writing. :: comma, ellipsis, and spelling when writing. :: comma, ellipsis, and spelling when writing.			2.6

Parents and students are encouraged to check gradebook and Canvas regularly to keep track of learning activities, daily work, practice, and assessments in classes.