

CONTOOCOOK VALLEY SCHOOL DISTRICT  
Office of the Superintendent of Schools  
106 Hancock Road, Peterborough, NH 03458-1197

EDUCATION COMMITTEE

January 29, 2018

SAU Boardroom

5:30 PM

**Minutes**

**Committee Members:**

Crista Salamy - Chair, Bernd Foecking, Janine Lesser, Linda Quintanilha, Kristen Reilly, Pierce Rigrod

**Committee Members Present:** Crista Salamy, Janine Lesser, Linda Quintanilha, Kristen Reilly

**Others Present:** Dr. Ann Forrest, Myron Steere, Jerome Wilson, Gib West, Steve Bartsch, Michelle Voto, Greg Morris, Ben Putnam, Robin Croteau, David DeWitt

**Crista Salamy called the meeting to order at 5:32 p.m.**

**5:30 Approval of December 11, 2017 Minutes**  
**Motion to accept the minutes of December 11, 2017. Second. Unanimous.**

**5:35 Balanced Assessment Program**

**Related to Strategic Plan Focus Area:**

**1.3** The School District will utilize a balanced student assessment program to assess student progress toward curriculum goals, inform instruction, and determine appropriate intervention for students.

Dr. Ann Forrest referenced Strategic Plan Focus Area 1.3. The word “metric” has been used when relating to measuring and reporting student growth and strengthening and communicating the relationship between assessment and grading. The role of assessment, related to interventions, needs a tiered matrix by grade. Identifying which students are in need of additional support would result. It would be different for each grade level.

The two pieces that have been highlighted are measuring and reporting growth for students. It ties hugely to report cards. How do we need to revise our report cards so that they share growth for students to parents?

**6:00 High School Grading Practices**

**Related to Strategic Plan Action Steps:**

**1.1.6** The School District will include integrated critical thinking, technology, collaborative, and problem-solving skills in all curricular areas.

**1.1.7** The School District will identify competencies for each level, grade, and subject area K-12 that meet or exceed the NHD OE-developed competencies and national content area standards.

**Related to Strategic Plan Focus Area:**

**1.3** The School District will utilize a balanced student assessment program to assess student progress toward curriculum goals, inform instruction, and determine appropriate intervention for students.

High school members present; Michelle Voto, Steve Bartsch, Gib West, Robin Croteau, Ben Putnam, and Greg Morris introduced themselves.

Gib West reported having read "Sixteen Fixes for Broken Grades" by Ken O'Connor. Grading on the 100 point scale identifies 59 points of failure. That, paired with rubrics on a four point scale, make it difficult to assess. The essence is to start thinking about what a "4" looks like and what a "3" looks like. Shifting away from collecting points on individual assessments is the intent.

Greg Morris reported that he recently gave a grade to a student for a final exam. It is a college level test. At the college level, it is a 20 question test, each question worth 5 points. The questions at the start of the test are much easier and require much less time to complete. Why the same point value for questions of varying difficulty?

Mr. Morris graded the test based on weighting the questions based on level of difficulty and time required to answer them. Every student would know where their strengths and challenges are. Students get more information on where they need to learn and understand more.

Gib West said that support of this portal will provide more information to students and parents.

How would it be calibrated? Mr. Morris said that it is discussed and fine-tuned in department meetings.

Ben Putnam reported that he has worked on grading on a 4 point scale for a number of years.

Robin Croteau reported that she and Carol Young have worked to make sure everything that happens in science is related to a skill. Looking at competencies with next generation science standards took place. Reporting out on the 4 point scale has not yet happened. Learning has been assigned to various categories.

Gib West shared having attended a workshop that shared the grading of an essay back in the early 1900's and the varied grading that resulted. Replicating the same effort in recent years actually resulted in a wider span of grading.

Re-taking a test was discussed.

Teachers who pilot the 4 point scale would also grade on the 100 point scale. Five teachers would pilot.

Crista Salamy asked how proposing this to parents would take place. How would it affect getting into college? Both measures; the 4 point and 100 point grading would be determined. Many colleges already use a 4 point scale. Summative, rather than formative, assessments are used widely.

The pilot would start in April and take place only for one quarter. Students would still receive the same grade scale as those of other students taking this course. In addition, they would receive the assessment on the 4 point scale.

It will take time; time for people to get away from the 100 point scale.

If this is a non-monetary pilot and is educational, can the Education Committee give its okay or must it be brought to the full board?

Myron Steere said that it should be brought to the board as informational.

What is the projected timeline? It is connected to the Strategic Plan. The plan talks about measuring a year's worth of growth. We need to have an assessment in place that measures a year's worth of growth.

**Linda Quintanilha moved in favor of piloting. Janine Lesser second. Unanimous.**

David DeWitt, Phase65, Inc., said that he is a proponent of competency based learning. It is all about solving the problem. Students will have better outcomes if they are able to better develop themselves.

**6:30 Other**

**Next meeting:** Monday, February 19, 2018 in the SAU Boardroom

**Scheduled Agenda Topics:**

- **Technology Competencies for Staff and Students -Related to Strategic Plan Focus Area:**  
**4.13** Develop a consistent K-12 Technology experience and set of competencies for students and staff.
- **Learning Commons - Related to Strategic Plan Action Steps:**  
**4.14.2** The School District will assure that adequate resources are available for implementation.  
**4.14.3** The School District will implement Learning Commons model.

**Linda Quintanilha motioned to adjourn at 6:44 p.m. Janine Lesser second. Unanimous.**

Respectfully submitted,

Brenda Marschok