Graduation Requirements Policy 5011

Why Competency Based Grading?

Not only does competency-based learning raise the bar for all students, but it also improves clarity and equity. Have you ever been in a class and wondered, "What am I supposed to be learning?" Or have you ever been in a class and wondered, "What does the teacher want me to do?" Competency-based instruction makes the learning goals and the methods of assessment more explicit. By increasing clarity, the learning goals become more accessible to all students. In so doing, flexible, personalized approaches to skills and content as well as the pacing of learning are created, which contributes to increased equity for access to learning and excellence.

Content Courses (Seminar)

Seminar content courses are approximately one quarter of instruction, around one or more specific content areas. Students will use teacher developed experiences to produce evidence that is used to demonstrate competency proficiency.

Competencies

Competencies are a specific group of skills of which students are assessed to demonstrate proficiency. Each semester, students will take content courses where they will demonstrate their understanding of specific skills in the subject matter. Students will choose which competencies they will work towards to ensure all our met prior to graduation. Throughout their four years of high school, students will collect evidence in Headrush that will be used to demonstrate proficiency in each of the competencies. Competencies will be assessed at the end of each semester class through a final skill component assessment. Students must obtain a 3 (proficient) or higher in each competency to graduate.

Reading Critically

Skill Component	Skill Component Statement
RC.1 Comprehension	I can comprehend increasingly complex texts.
RC.2 Main Ideas and Themes	I can summarize the main idea(s) and theme(s) of a variety of texts.
RC.3 Evaluate context, point of view, and purpose	I can analyze and evaluate texts using a variety of strategies.
RC.4 Make Meaning	I can make meaning of text to achieve my purpose.

1 READING CRITICALLY is the **Competency**: 1 of 11 competencies identified as essential to the post-secondary success of our KTEC students.

2 RC.1 Comprehension is one of the **skill components** that define key subskills and strategies that learners need to develop in order to able to become proficient in that competency.

3 The **Skill Component Statement** describes the skill or strategy that needs to be demonstrated by the student to ensure they are able to meet the competency.

Credits

To receive credit in a content class, students must complete and turn in teacher directed tasks to provide evidence of learning. Each quarter of a seminar content course will earn 0.50 credits if the student earns a 3 (proficient) or higher on the work completion competency in the final assessment at the end of the semester. Students will complete a combination of seminar courses in content areas to meet the graduation credit requirements. The Work Completion Competency will be assessed in each content course, rather than over the four years.

Graduation Requirements

1. Students need to meet 100% of competencies at the end of four years to graduate. Competency completion is calculated by earning a 3 or higher on at least 75% of the skill components in a competency.
   a. Note: 100% of the skill components in Technical Foundations must be met for graduation.
2. Students need to earn 26 credits to ensure they are college and career ready. An outline of needed credits is below.

Content Area	Number of Credits
English	3
Science	3
Social Studies	2
Math	3
Government and Economics	1
Physical Education and Health	
Technical Foundations	2
Digital Art and Design	1
Pathway or General Electives	5
C3*	4
Total	26

*C3 will be waived for the number of years of attending KTEC.

Students transferring to KTEC High School in their 12th grade year will only need to meet the credit requirements for graduation. Competencies will still be assessed to determine KTEC High School GPA.

Learning Targets
Teachers will use learning targets that combine the skill (competency) and content (Wisconsin Standard) in each lesson. Learning targets address what skill component is being assessed by the teacher.

Evidence (Tasks and Checkpoint Evidence)
Evidence (assignments) are teacher assigned "tasks" that allow students to demonstrate their skill level in the content they are learning. This also includes observation and performance assessments. Tasks can range from in class discussions, tests, projects, research papers, or other authentic learning experiences.

Formative evidence is a moment in time learning experience that provide students with timely feedback on content knowledge and skill development. Formative evidence is meant to help the student increase their skills and knowledge, to improve their performance on future evidence. Skill Components are attached to formative evidence in Headrush.

Checkpoint Evidence is a piece of evidence that specifically assesses a competency as a whole and is used as a benchmark of learning. Students will have at least three pieces of checkpoint evidence per quarter of instruction. Checkpoints assess all skills components in a competency that is being assessed during that quarter to ensure students know where they are in the learning continuum. Teachers will use tasks and assignments to guide their final skill component score at the end of the semester.
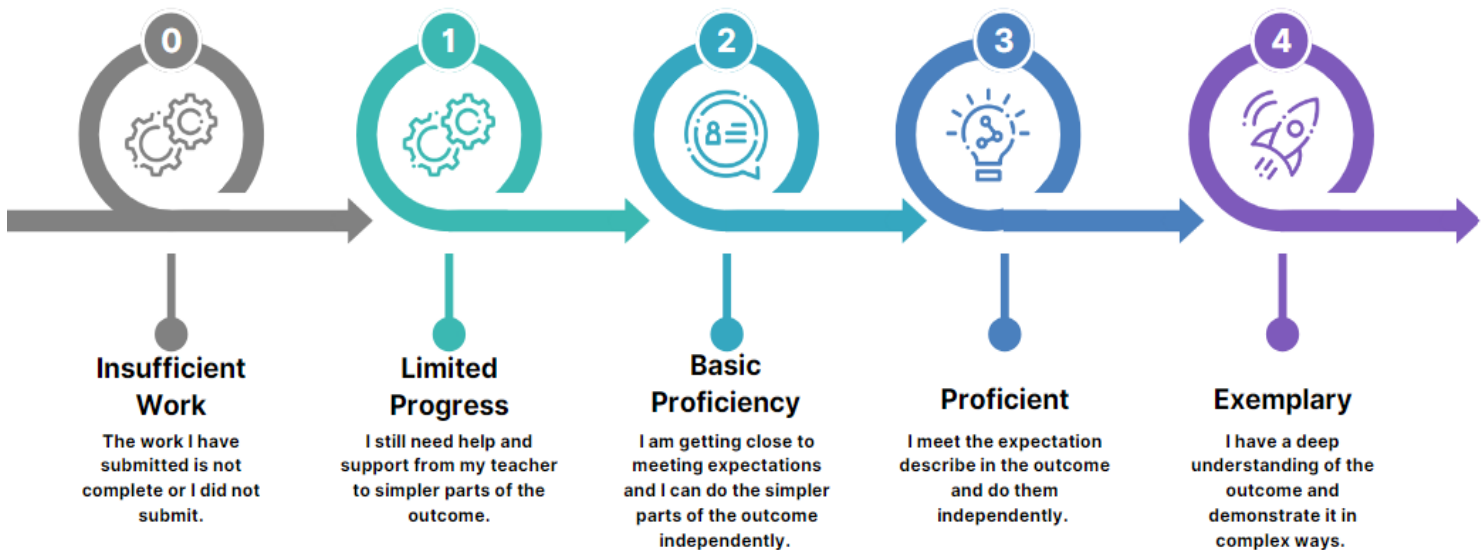
Grading

Teachers will provide feedback on the formative task evidence completed throughout the course to give students the opportunity to improve their performance before the checkpoint evidence is collected. Students will be assessed with checkpoint evidence at least three pieces of checkpoint evidence per quarter of instruction. Teachers will use these assignments to guide their final skill component assessment at the end of the semester by utilizing a preponderance of evidence in that skill component. Students need to be proficient at a 3 (proficient) to earn that skill component in that class.

Competency completion is calculated by meeting at least 75% of the skill components in that competency. 100% of the skill components of the Technical Foundations competency needs to be met.

All submitted evidence will be assessed on the work completion competency. All student completed tasks will be used to determine the work completion competency score during that semester to determine credit issued.

Competency Grading Scale

KTEC HS Comptency: Grading Scale

0 — Insufficient Work
The work I have submitted is not complete or I did not submit.

1 — Limited Progress
I still need help and support from my teacher to simpler parts of the outcome.

2 — Basic Proficiency
I am getting close to meeting expectations and I can do the simpler parts of the outcome independently.

3 — Proficient
I meet the expectation describe in the outcome and do them independently.

4 — Exemplary
I have a deep understanding of the outcome and demonstrate it in complex ways.

What needs to be different when we use a 4-point scale?

Implementing a 4-point proficiency scale is not just a switch in assessment; it's a switch in instruction. KTEC HS wants to develop our students to be motivated and curious learners who are developing skills that reach beyond the classroom. By incorporating learning targets and a 4-point proficiency scale in courses, the focus shifts to individual skill proficiency. Skills are defined at four levels of complexity that students can demonstrate in many ways. This shift necessitates adjustments in teaching methods and assessment practices. To help students learn specific skills, learning experiences must be aligned with learning targets, allowing students to practice the skill at all complex levels. Frequent assessment opportunities are essential to allow students to demonstrate evidence of the skill and receive feedback that helps them progress toward or beyond the target.

When evaluating student work using the 4-point scale, it is important to view it as a body of evidence rather than individual questions or tasks. The student's assessment evidence will determine their position on the 4-point scale. Assessments often reveal evidence of various skills practiced during learning experiences. In such cases, the evidence must be considered for each skill being assessed, and separate scores for each skill should be documented.

Once skill-based evidence has been documented for students, it will be used to inform upcoming instruction, aiming to move every student forward on the scale. This intentional instruction often involves flexible grouping or providing target-aligned practice opportunities at different complexity levels to enhance proficiency. Utilizing skill evidence in this manner guarantees that students engage in appropriately challenging work, fostering additional learning.

GPA Calculation

GPA will be calculated as an average score of the Skill Components at that moment in time and will be running average over the 4 years.

Dual Credits

Students can earn dual credits with Gateway Technical College through a variety of ways: transcripted credit, advanced standing, Start College Now, distance learning, youth apprenticeship, contract for service, and High School Academies. KTEC HS utilizes these options as a way for students to earn high school credit while simultaneously earning college credit. While in these classes, students are both KTEC and Gateway students, therefore, KTEC HS will follow Gateway's grading policies and student handbook to guide grading of Gateway courses. To receive both Gateway and KTEC credit a student must meet Gateway's course grading requirements per the Gateway syllabus. Prerequisite classes require a C or higher to earn credit and move onto the higher-level class.

If a student fails a Gateway dual credit course that is offered through the KTEC HS course catalogue, they will be offered a second opportunity to take the course. Upon second failure, the student will be offered a comparable e-learning opportunity to earn high school credit only. If the parent or guardian wishes for the student to take the dual credit course a third time, they may do so at their expense. The parent or guardian will be charged KTEC High School's agreed upon rate with Gateway Technical College of approximately $169 per credit. If a student wishes to retake a Gateway course in the summer, they may do so at their own expense. The parent or guardian will be charged Gateway's standard credit rate. If the student passes the summer course, the credit will be applied towards their graduation requirements.

Additional classes that are not offered in the KTEC HS course catalogue will need administrative approval to receive high school credit.

Start College Now & Gateway High School Academies

Junior and senior year students may have the option to take specific courses that provide them with the opportunity to experience additional college-level coursework, save on college tuition, and accelerate their educational trajectory. The following describes additional important information for students and parents enrolled in a Gateway High School Academy or Start College Now courses. It is the responsibility of the student and the parent/guardian to be knowledgeable about the program. Please review the information below. A signed and submitted contract must be on file each school year for students to participate in an Academy or Start College Now.

- The student is responsible for completing all required registration and application paperwork and submitting it. Failure to do so will result in the student being dropped from the college course.
- If a student drops a course after the course deadline or if they fail the course, they will be responsible for the tuition cost. The cost of the course is approximately $169 PER CREDIT (for a 3-credit course, this equates to a cost of approximately $507).
- Dual enrollment is a privilege that requires adherence to the KTEC High School Student Code of Conduct. Any major or repetitive behavioral infractions may lead to the loss of dual enrollment privileges. If this occurs, the student and parent will be responsible for the tuition costs.