

Grading at Baxter

Academic records give us a view of a student's journey and growth. Students and families can access records to view the regular updates provided by educators in PowerSchool. Formal progress reports are issued mid-semester. Report cards issued at each semester's end will be used for transcripts.

evaluation by course

Students earn a grade for each course based on their progress toward meeting the indicators and standards of the course.

4.0	Transcends Course Expectations <i>The student pushed beyond the expectations and and potentially reached higher standards of the course and added deep personal and community connection.</i>
3.5	Better than Meets Course Expectations <i>The student is well prepared and well practiced for the next course in the sequence, and may have already exhibited some of the skills or content (standards) expected in the next course.</i>
3.0	Meets Course Expectations <i>The student is prepared for the next course in the sequence and has met the indicators and standards of the course.</i>
2.5	Satisfies Course Expectations with Greater Proficiency <i>The student may advance to the next course in the sequence. Student could use greater practice in a skill and/or demonstrate greater knowledge and content mastery in the standards and has shown evidence of all indicators of a standard.</i>
2.0	Satisfies Course Expectations <i>The student is minimally prepared for the next course in the sequence. The student will need to make up some standards in a future class; obliging the student to sign up for another course in the department's sequence.</i>
1.0	Does Not Satisfy Course Expectations <i>The student is not sufficiently prepared for the next course in the sequence. The student will need to repeat the class.</i>

GPA's are determined by course evaluations.

We use numbers to communicate grades clearly to secondary institutions, students, and families. This is how the rest of the world sees our GPA.

A	4.0	B-	2.7
A-	3.7	C+	2.3
B+	3.3	C	2.0
B	3.0	F	1.0

evaluation by standard

Student learning is determined by progress toward the standards associated with a course. The level of achievement depends on the complexity of the course (is it an introductory course, or an advanced one?)

EX	Excelling (400+ level course) The student demonstrated a high level of complexity, sophistication, originality, depth, synthesis in application of course.
AD	Advancing (400 level course) The student demonstrated complexity, sophistication, originality, depth, synthesis in application of course.
CB	Competency Benchmark (300 level course) The student has consistently demonstrated understanding at the level required for all Baxter graduates.
PR	Progressing (200 level course) The student has acquired a deeper understanding of the standard, well on the way to benchmark, but is not quite there.
EN	Entering (100 level course) The student has demonstrated a basic or introductory understanding of the skills and content of the standard.

Students may offer evidence that is **Beyond Assessment (BA)** of rubric expectations. Some students may also earn an evaluation of **No Evidence (NE)**. For 300 level courses the standards target is competency benchmark; a student who earns competency benchmark on standards for a 300 level course would not be assessed lower than a 3 by the end of the course. Likewise, for full year classes.

	EN	PR	CB	AD	EX
100	3				
200		3			
300			3		
400				3	

Graduation is determined by successful completion of course of studies, which holds the appropriate standards.