

PINE VALLEY CENTRAL SCHOOL

Annual Professional Performance Review Plan



Board of Education Adoption Date: September 5, 2013

**Annual Professional Performance Review (APPR)
Pursuant to Education Law §3012-c
September 20, 2012**

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Philosophy of Teacher Evaluation

New York State's system for evaluating teachers is designed to measure teacher effectiveness based on performance, including measures of student achievement and evidence of effectiveness in meeting New York State standards. This evaluation system will be used for all teachers with the exception of UPK, speech, counselors, psychologist and teaching assistants and will be based on the Danielson model. It will differentiate teacher effectiveness using four (4) rating categories: Highly Effective, Effective, Developing and Ineffective (HEDI). A single composite effectiveness score will be calculated based on the scores teachers receive in each of the following subcomponents: student growth on state assessments or other comparable measures, locally selected measures of student achievement, classroom observations and a professional portfolio.

APPR Plan Adoption

As required by the Commissioner's regulations, the District will formally adopt the APPR plan by September 1st of each school year. If provisions required in the plan are not finalized by September 1st as a result of pending collective bargaining, the Board of Education must adopt the plan specifying the unresolved components. Once all components of the APPR plan are complete through negotiations, the District Board of Education shall post on the district's website an amended plan within ten (10) days after its adoption.

APPR Committee

The Pine Valley Teachers' Association, in conjunction with the District, will form an APPR Committee. The Committee will be responsible for reviewing the policies and procedures related to the APPR. The Committee will also be responsible for reviewing disputes concerning assignment of teacher of record. It is understood and agreed that the APPR will continue in effect until such time as there is mutual agreement on any change. Either the District and/or the Pine Valley Teachers' Association may request that the APPR Committee review specific aspects of the APPR. Any changes to the evaluation procedures of teachers recommended by the APPR Committee would only be effective upon mutual written agreement of the Pine Valley Teachers' Association and the District.

Professional Development

Pine Valley Central School and the Pine Valley Teachers' Association agree that the purpose of conducting an APPR is to improve professional practice and improve student performance. An APPR must, therefore, be a significant factor in shaping the professional development opportunities provided to teachers. The District and the Pine Valley Teachers' Association shall cooperate in designing professional development activities that are appropriate for, and responsive to, the individual needs of each teacher as identified in his/her APPR.

The Professional Development Committee shall be responsible for developing all aspects of the Professional Development Plan. Among the responsibilities and power of the Committee shall be to:

- Oversee the design, selection and implementation of professional development activities;
- Appoint subject area or grade level subcommittees as needed to assist in the design and implementation of professional development activities;
- Ensure that each teacher is afforded the opportunity to participate in selecting professional development activities that are appropriate for his/her needs;
- Determine the appropriateness and/or effectiveness of existing professional development activities and to direct that changes be made where necessary;
- Consult and advise in the selection of appropriate professional development activities to be used in Teacher Improvement Plans;
- Ensure that professional development includes training on the Teaching Standards and rubric(s) used in the APPR process;
- Make any and all other decisions, other than those requiring the expenditure of additional district funds, as may be necessary to ensure the continued implementation of effective professional development opportunities for all District teachers.

Teacher Effectiveness Composite Scoring

Under Education Law 3012-c, each classroom teacher must receive an Annual Professional Performance Review (APPR) resulting in a single composite effectiveness score and a rating of “Highly Effective,” “Effective,” “Developing,” or “Ineffective.” The rating will be determined using the following

Composite Effectiveness Scoring & Rating Rubric

| Categories | Overall composite score ratings | State Assessment | Locally Selected Assessments | Other Multiple Measures of Effectiveness |
|-------------------------|---------------------------------|------------------|------------------------------|------------------------------------------|
| Highly Effective | 91-100 | 18-20 | 18-20 | 59-60 |
| Effective | 75-90 | 9-17 | 9-17 | 57-58 |
| Developing | 65-74 | 3-8 | 3-8 | 50-56 |
| Ineffective | 0-64 | 0-2 | 0-2 | 0-49 |

The overall composite score will be determined as follows:

A. Growth on State Assessments Based on Student Growth Percentile Score (SGP) – 20 points

This will be measured on students’ state assessments or their student learning objectives (SLO’s). State guidelines will define which classroom teachers are required to establish SLO’s for their courses/subjects.

B. Locally Selected Assessments – 20 points

The measures of student achievement shall be determined by an APPR Committee. The Committee will be charged with identifying the specific measurements of student achievement, timelines for the collection of student achievement data and how student achievement data will be weighted and adjusted to account for differences in student populations. The Superintendent shall certify that the measures met the requirements for rigor and comparability. Comparability is defined as using the same measures across a subject and/or grade level within the school district. Rigor is defined as being aligned to the NYS Learning Standards and, to the extent practicable, valid and reliable and defined by the testing standards, meaning the “Standards for Educational and Psychological Testing.”

The APPR Committee will periodically review the locally selected measures of student achievement to ensure their continued validity, reliability, rigor and appropriateness.

The local assessment tools and the months that the District’s APPR committee has chosen to administer the evaluations are as follows:

- AIMS Web (September, January, May)
- I ready (September, January, May)
- Pine Valley Local Assessments (September, June)

C. Other Multiple Measures of Effectiveness - 60 points

This will be based on multiple measures of effective teaching practice aligned with the Danielson Model. The point total for multiple measures will be calculated by computing the average score on the Teacher Evaluation form on page 11. This average will then be applied to the Other Measures Scoring Rubric on page 17. The scoring and rating will be based on the following multiple measures:

Classroom Observations

- All classroom observations will be conducted by Pine Valley Central School Administrators who are board-approved Certified Lead Evaluators.
- Classroom observations will focus on collecting evidence in Domains 2 & 3 of the Danielson rubric. If a component of Domains 2 & 3 is not observed, that score will not be averaged in.
- A pre-observation conference will be held prior to the observation. The teacher must bring a formal lesson plan (see page 10).
- The administrator will evaluate using the Evaluation form (see page 11).
- A post-observation conference will be held with the administrator within seven (7) academic days and will demonstrate the cumulative nature of the observation.

Non-tenured teachers will be evaluated a minimum of three (3) times per year. Two (2) of the observations will be announced, and one (1) will be unannounced. Teachers will be given a one-month window as to when the unannounced observation will occur. At the initial conference, an observation timeline will be discussed.

Tenured teachers will be evaluated a minimum of two (2) classroom observations per year, one (1) formal and one (1) informal. One of the observations will be unannounced. Teachers will be given a one-month window as to when the unannounced observation will occur. At the initial conference, an observation timeline will be discussed.

Professional Portfolio

The professional portfolio will be submitted to his/her evaluator prior to May 15th. It is not meant to be used as a “product” that merely demonstrates a teacher’s ability to collect artifacts. The intent of the portfolio is to collect data from Domains 1 & 4 from the Danielson rubric, to reflect on their teaching practice and their ability to display how they are integrating the district’s initiatives, curriculums, policies, and procedures into their classroom. It is also intended to provide a structure for reflection, for contemplating what is good teaching and what represents best work based on the Danielson pedagogy.

Summative Conference / An Initial Meeting to Discuss the Evaluation Process

Before the end of the second week of school for non-tenured teachers and before the end of the first week in October for tenured teachers, each administrator will meet with the teachers he/she supervises to conduct a summative and initial conference. The goal of the summative conference will be to review the teacher’s annual rating of effectiveness for the previous school year and the rationale for supporting the rating based on the summative evaluation form (page 15). Both areas of strength and areas in need of improvement will be identified and specific recommendations will be given to improve effectiveness. At the conclusion of the summative conference, an initial conference will be conducted to set goals, review professional development expectations, set SLO targets, discuss how achievement data will be collected and used for local assessments, set timelines for observations and answer questions for the current school year.

Teacher Improvement Plan (TIP)

Upon receiving a rating of “Developing” or “Ineffective,” a teacher shall be provided with a TIP. The TIP shall be provided as soon as practicable, but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. The parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher and Association representation shall be afforded at the teacher’s request. The teacher shall be advised of his/her right to such representation. The Association president shall be timely informed whenever a teacher is placed on a TIP and, with the prior written agreement of the teacher, shall be provided with a copy of the TIP.

A TIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, where appropriate, the assignment of a mentor teacher.

After the TIP is in place, the teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of such assessment(s), the TIP may be modified accordingly.

A teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of a TIP, may seek relief through an appeal to the Superintendent.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety upon prior approval by the District. No disciplinary action predicated solely upon ineffective performance shall be taken by the District against a **tenured** teacher until a TIP has been fully implemented and its effectiveness in improving the teacher’s performance has been evaluated. No disciplinary action shall be taken by the District against a **tenured** teacher who has met the performance expectations set by a TIP predicated solely on an ineffective rating.

APPEAL PROCEDURES

Appeal Procedure

All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised with specificity and within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s). Any grounds not raised at the time the appeal is filed shall be deemed waived.

Appeal Process

Any unit member aggrieved by an APPR rating of either “ineffective or “developing” may challenge that APPR.

In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;
- b. The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to *Education Law* §3012-c and applicable rules and regulations;
- c. The district’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
- d. The district’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under *Education Law* §3012-c.

Time Limits

Time limits set forth in the procedure shall be strictly adhered to by all parties and persons. Any appeal not initiated or taken to the next step within these time limits will be considered settled on the basis of the last answer by the District. Time limits may be extended by mutual agreement of the District and the teacher, or his representative, if any, which agreement shall be in writing and signed by the teacher, or his representative, if any, and the District. Consent to an extension shall not be unreasonably withheld.

Steps for Appeal Process

Step 1

The teacher shall present his/her appeal, in writing, to his/her evaluator in an attempt to resolve it provided he/she does so within ten (10) school days of the date he/she is presented his/her evaluation. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Step 2

Within ten (10) school days of receipt of an appeal, the administrator who issued the performance review must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the district’s response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the district, and any and all additional information submitted with the response, at the same time the school district files its response.

Step 3

If the teacher is not satisfied with the written response of the evaluator, then a meeting will be scheduled with the teacher, their union representative, the evaluator and, if the evaluator chooses, another administrator. This meeting will occur within five (5) school days from the date of the written response in Step 2.

Step 4

If after the meeting in Step 3 the teacher wishes to appeal the decision of the evaluator set forth above, the teacher shall present his/her appeal from the decision of the evaluator, in writing, to the Superintendent of Schools, or his/her designee. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged and the decision of the evaluator to the teacher's appeal must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. A written decision on the merits of the appeal shall be rendered no later than ten (10) school days from the date upon which the teacher filed his or her appeal with the Superintendent of Schools. The decision shall set forth the reasons and factual basis for determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator.

Exclusivity of Section 3012-c Appeal Procedure

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

Data Verification

Course, assessment and teacher data is entered in PowerSchool scheduler (Student Management System – SMS), appropriate fields are populated to link courses with the New York State Testing Program (NYSTP) exams, as well as teachers using unique identifiers.

The CIO and CIO secretary attend informational/update meetings four (4) times per year to remain current with the processes and updated laws and regulations. They work together with the WNYRIC to transfer this information into the various state levels of data reporting. Reports are developed at each level to verify the information is correct. Personnel from each school office work together to verify information and correct any discrepancies in the system.

Principals use the verification process via the student management system to validate accuracy. This is completed in conjunction with student schedule creation and throughout the year with periodic review.

Process for Reporting to SED the Individual Subcomponent Scores and the Total Composite Effectiveness Score for Each Applicable Educator

During the summative conference, each teacher will be provided a review of the three observation scores, the student growth score, the local measure score and the electronic portfolio score to earn an overall composite score. This information will be input through the State Information Repository System (SIRS).

Assessment Development, Security and Scoring Processes

All state assessments (3-8 and Regents) remain securely locked in the building's vault until the time the state indicates they may be distributed. Sealed assessments remain secured until distribution. Teachers who score do not have a vested interest in the outcome of the assessments they score. This is guaranteed by the use of Regional Scoring for all 3-8 assessments. For Regents scoring, there will be two to three teachers scoring each exam. If a certain teacher has a vested interest, he/she will not score the exam. All Regents and 4/8 Science exams are in-house scanned directly through the WNYRIC. Pine Valley Central School will encourage the development of assessments by individuals or teams of teachers or through collaborations with BOCES.

Terms of Agreement

This agreement will remain in full force and effect from September 20, 2012 until midnight June 30, 2013, and thereafter until a successor agreement is executed.

**Pine Valley Central School District
Formal Observation Lesson Plan**

Teacher:
Administrator:
Date of Observation:

Position:
Date of Pre-Conference:

Objectives:

Materials:

New York State Standards:

Anticipatory Set:

Procedure:

Closure:

Assessment:

Reflection:

Please attach any paperwork necessary to complete this lesson (i.e. worksheets, tests, workbook pages)

Pine Valley Central School District Teacher Evaluation Form

Teacher: _____ Date: _____

H = Highly Effective (4) E = Effective (3) D = Developing (2) I = Ineffective (1)

The Annual Professional Performance Review (APPR) consists of the following domains:

| Rating | Domain 1: Planning and Preparation | Rating | Domain 2: The Classroom Environment |
|--------|-----------------------------------------------------|--------|----------------------------------------------------|
| | 1a. Demonstrating knowledge of content and pedagogy | | 2a. Creating an environment of respect and rapport |
| | 1b. Demonstrating knowledge of students | | 2b. Establishing a culture for learning |
| | 1c. Selecting instructional outcomes | | 2c. Managing classroom procedures |
| | 1d. Demonstrating knowledge of resources | | 2d. Managing student behavior |
| | 1e. Designing coherent instruction | | 2e. Organizing physical space |
| | 1f. Designing student assessments | | |
| | Comments: | | Comments: |
| | | | |
| | Domain 4: Professional Responsibilities | | Domain 3: Instruction |
| | 4a. Reflecting on teaching | | 3a. Communicating with students |
| | 4b. Maintaining accurate records | | 3b. Using questioning and discussion skills |
| | 4c. Communicating with families | | 3c. Engaging students in learning |
| | 4d. Participating in a professional community | | 3d. Using assessment in instruction |
| | 4e. Growing and developing professionally | | 3e. Demonstrating flexibility and responsiveness |
| | 4f. Showing professionalism | | |
| | Comments: | | Comments: |
| | | | |

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

I have discussed this evaluation with my supervisor and have received a copy of this report.
I understand a copy of this report will be placed in my personnel file.

Teacher comments attached (check box)

Pine Valley Central School District Teacher Improvement Plan (TIP)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “Developing” or “Ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher _____
 Grade/Subject _____
 Evaluator _____
 PVTA Representative _____
 Date _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them.

| Priority | Area Needing Improvement | Performance Goal |
|----------|--------------------------|------------------|
| | | |
| | | |
| | | |
| | | |

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor teacher: yes no

Name of Mentor _____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet on (date): _____ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

PVTA President's Signature _____ Date _____

| | | | | |
|----------------------|--|--|--|--|
| Meeting Dates | | | | |
|----------------------|--|--|--|--|

Evaluator Comments _____ Meeting Date _____

Teacher Comments

Recommendation for Results of TIP

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals.

Next Steps

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

PVTA President's Signature _____ Date _____

Teacher's signature does not constitute agreement but merely signifies he/she has examined and discussed the materials with his/her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within ten (10) days, which may be considered during the appeals process.

**Pine Valley Central School
Summative Evaluation**

Teacher: _____

School Year: _____

Dates of Observations: _____

A. State Assessment _____ **Points**
Comments:

B. Locally Selected Assessments _____ **Points**
Comments:

C. Other Multiple Measures of Effectiveness _____ **Points**
Comments:

Overall Composite Score Rating: _____ **Points**

| | | |
|------------------|------------------|--------|
| Category: | Highly Effective | 91-100 |
| | Effective | 75-90 |
| | Developing | 65-74 |
| | Ineffective | 0-64 |

Teacher's Signature _____

Date _____

Administrator's Signature _____

Date _____

Pine Valley Central School District

State/Locally Selected Measures Rating Scale

Highly Effective 18-20

| | |
|----------------|-----------|
| 98,99,100 | 20 points |
| 95,96,97 | 19 points |
| 90,91,92,93,94 | 18 points |

Effective 9-17

| | |
|----------------|-----------|
| 85,86,87,88,89 | 17 points |
| 80,81,82,83,84 | 16 points |
| 75,76,77,78,79 | 15 points |
| 70,71,72,73,74 | 14 points |
| 65,66,67,68,69 | 13 points |
| 60,61,62,63,64 | 12 points |
| 55,56,57,58,59 | 11 points |
| 50,51,52,53,54 | 10 points |
| 45,46,47,48,49 | 9 points |

Developing 3-8

| | |
|----------------|----------|
| 40,41,42,43,44 | 8 points |
| 35-39 | 7 points |
| 30-34 | 6 points |
| 25-29 | 5 points |
| 20-24 | 4 points |
| 15-19 | 3 points |

Ineffective 0-2

| | |
|-------|----------|
| 10-14 | 2 points |
| 4-9 | 1 point |
| 0-3 | 0 points |

**Pine Valley Central School District
Other Measures Rating Scale**

Highly Effective 59-60

| | |
|-----|-----------|
| 4 | 60 points |
| 3.9 | 60 points |
| 3.8 | 59 points |
| 3.7 | 59 points |
| 3.6 | 59 points |
| 3.5 | 59 points |

Effective 57-58

| | |
|-----|-----------|
| 3.4 | 58 points |
| 3.3 | 58 points |
| 3.2 | 58 points |
| 3.1 | 58 points |
| 3.0 | 58 points |
| 2.9 | 57 points |
| 2.8 | 57 points |
| 2.7 | 57 points |
| 2.6 | 57 points |
| 2.5 | 57 points |

Developing 50-56

| | |
|-----|-----------|
| 2.4 | 56 points |
| 2.3 | 56 points |
| 2.2 | 55 points |
| 2.1 | 54 points |
| 2.0 | 54 points |
| 1.9 | 53 points |
| 1.8 | 52 points |
| 1.7 | 51 points |
| 1.6 | 50 points |
| 1.5 | 50 points |

Ineffective 0-49

| | |
|----------------|-----------|
| 1.4 | 49 points |
| 1.39 to 1.395 | 48 points |
| 1.394 to 1.385 | 47 points |
| 1.384 to 1.375 | 46 points |
| 1.374 to 1.365 | 45 points |
| 1.364 to 1.355 | 44 points |
| 1.354 to 1.345 | 43 points |
| 1.344 to 1.335 | 42 points |

Ineffective 0-49 (continued)

| | |
|----------------|-----------|
| 1.334 to 1.325 | 41 points |
| 1.324 to 1.315 | 40 points |
| 1.30 | 39 points |
| 1.29 | 38 points |
| 1.28 | 37 points |
| 1.27 | 36 points |
| 1.26 | 35 points |
| 1.25 | 34 points |
| 1.24 | 33 points |
| 1.23 | 32 points |
| 1.22 | 31 points |
| 1.21 | 30 points |
| 1.20 | 29 points |
| 1.19 | 28 points |
| 1.18 | 27 points |
| 1.17 | 26 points |
| 1.16 | 25 points |
| 1.15 | 24 points |
| 1.14 | 23 points |
| 1.13 | 22 points |
| 1.12 | 21 points |
| 1.11 | 20 points |
| 1.10 | 19 points |
| 1.09 | 18 points |
| 1.08 | 17 points |
| 1.07 | 16 points |
| 1.06 | 15 points |
| 1.05 | 14 points |
| 1.04 | 13 points |
| 1.03 | 12 points |
| 1.02 | 11 points |
| 1.01 | 10 points |
| 1.009 | 9 points |
| 1.008 | 8 points |
| 1.007 | 7 points |
| 1.006 | 6 points |
| 1.005 | 5 points |
| 1.004 | 4 points |
| 1.003 | 3 points |
| 1.002 | 2 points |
| 1.001 | 1 point |
| 1.000 | 0 points |