

Grading Principles and Practices

OUR GRADING PRINCIPLES & PRACTICES:

Our competency-based grading system uses the following principles to guide how we assess student achievement and communicate progress.

PRINCIPLE: Grades should clearly communicate what students know and are able to do in each class.

PRACTICE: We report on student mastery and progress toward specific skills, knowledge and abilities called "attainments" Attainments are academic and social emotional capabilities. Attainments, especially those that are academic, involve the achievement of relevant standards.

PRINCIPLE: Students should have multiple opportunities to show what they know and can do.

PRACTICE: We ask students to build a body of work to demonstrate their mastery of attainments. Students encounter attainments multiple times throughout their high school career and are evaluated through projects that align to attainments.

PRINCIPLE: Schools should support students in acquiring all of the essential knowledge and skills in a course, versus just a portion of it.

PRACTICE: To earn a full academic course credit, 80% of all course attainments must be mastered. To be graduated, a student must satisfactorily meet 100% of attainments.

PRINCIPLE: Students deserve more time and support to learn the material they have not mastered.

PRACTICE: Students can receive additional time to meet attainments and corresponding standards via targeted support, projects developed with advisors (pending teach-

er approval), and other assignments or demonstrations, e.g. symposia participation.

PRINCIPLE: All students should have the opportunity to excel and advance at their own pace.

PRACTICE: Accelerated learning, deepened learning, and mastery of new or advanced content are options for all students in all courses.

PRINCIPLE: Regular communication with families about student progress supports deeper learning.

PRACTICE: We formally report progress 8 times a year through report cards, progress reports, and conferences.

PRINCIPLE: Students need time to practice and learn from mistakes without penalty.

PRACTICE: We determine a student's GPA based on the achievement of mastery. Semester scores/grades reflect a student's current level of achievement. Non-passing performance is not averaged and instead gets recognized as work in progress. A student's status toward completion of 80% of course attainments is tracked and reported.

Scale

Our grading scale is comparable to the 4.0 scale which is used in many schools and colleges:

- 1 = Does Not Meet the Standards
- 2 = Approaches the Standards
- 3 = Meets the Standards
- 4 = Exceeds the Standards

For each major assessment, teachers will use common rubrics that make clear the criteria that a student will have to meet in order to receive a 1, 2, 3 or 4. The chart on the next page describes the grading scale in more detail.

		STANDARDS*	ATTAINMENTS
1	Does Not Meet the Standard	A student's body of work has not met any of the standards assessed. <i>This is not a passing grade and does not earn course credit.</i>	A student's work does not demonstrate substantive progress towards meeting the attainment or criteria of a given assessment by an established deadline. This may mean that a student has not met the majority of performance indicators or criteria for that assessment, or student has not made an attempt to meet criteria. <i>This is not a passing grade.</i>
2	Approaching the Standard	A student's body of work has met some of the standards assessed. <i>This grade does not earn course credit.</i>	A student's work demonstrates a substantive attempt to meet the attainments of a given assessment (task/challenge), but needs more time to achieve proficiency and meet all the criteria for the assessment. <i>This is not a passing grade.</i>
2+	Very Close to Meeting the Standard		A student's work is very close to meeting the standard. <i>This is not a passing grade</i> , but it lets the student know s/he does not have far to go before meeting the attainments being assessed.
3	Meets the Standard	The student has met a majority of standards. This does <i>not</i> mean that a student has to pass each and every standard assessment, but his/her body of work demonstrates proficiency with each of the assessed standards. <i>At the end of a semester, this grade earns course credit.</i>	A student's work fundamentally and competently meets the attainments being assessed. <i>All</i> of the criteria for "Meets the Standard" are demonstrated in the work. <i>This is a passing grade.</i>
3.25 to 3.75	Partially Exceeding the Standard		
4	Exceeds the Standard	A student's work has consistently met all standards.	The student's work goes substantially above and beyond the course attainments in quality and rigor. Sometimes, a student will opt to complete a particular task(s) or challenge, not required of all, in order to be eligible for an Exceeds. <i>All</i> of the criteria for Exceeds the Standard (e.g., in the rubric) are demonstrated in the work. <i>This is the highest grade possible.</i>

*Rubrics may be elaborated by incorporating select standards as part of a Challenge's performance criteria.