



# **ALBANY LEADERSHIP**

## **CHARTER HIGH SCHOOL FOR GIRLS**

**Standards Referenced  
Grading Guide**

## Standards Referenced Grading

Standard Referenced Grading provides students with a score by standard for each assignment. Students will receive their overall course grades via eight Periods of Progress, or POPs, every five weeks. A final year one grade will be calculated at the 8th POP.

Throughout the year, teachers will provide support to struggling students based on targeted course standards during intervention periods and flex time. Advanced students will be provided with opportunities to enhance course grades by tutoring peers in structured learning environments and/or completing extension activities.

### Standards

- Aligned to each course
- Research & evidence based
- Clear, understandable, & consistent
- Aligned with college & career expectations
- Based on rigorous content & the application of knowledge through higher-order thinking skills
- Built upon the strengths and lessons of current state standards
- Informed by other top-performing countries to prepare all students for success in our global economy and society

### Grade Calculation

1. Students learn from lesson
2. Teacher assesses student learning
3. Teacher scores each standard (1-5)
4. Grade is associated with each standard:  
 $5 = 95$        $4 = 85$        $3 = 75$        $2 = 65$        $1 = 55$
5. Totals all grades by assignment for each standard and divides by total assignments = standard grade.
6. Teacher updates the standard grade with the student's current learning trend for each standard.
7. Averages all standard grades to determine course grade. 90% is based on standards and 10% is based on CLEAR values.
8. GPA is calculated via 4.0 scale.

"With students, parents, and teachers all on the same page and working together toward shared goals, we can ensure that students make progress each year and graduate from high school prepared to succeed in college, career, and life."

– Common Core State Standards Initiative

# Grading Guidelines

## Period of Progress (POP)

- *POP's* reflect cumulative standards covered during the time period.
- The *grade* at the end of the POP indicates the degree to which the student demonstrated proficiency on the standards assessed.

## Score vs. Grade

- Score: Number score given to each standard on a given assessment
- Grade: Number or letter given on the POP as the performance summary

## Levels of Performance

- In standards-referenced system, a standard score and subsequent POP grade represents the level of understanding the students has of the knowledge, skills, and concepts in the subject area and the student's ability to apply that understanding to a variety of tasks.
- The 5 level standard score reflects a student's high quality work and deeper understanding of a subject and does not reflect completing traditional extra credit or the simple compliance of turning in work.

*5 = Exceeds*

*4 = Meets*

*3 =*

*Approaching*

*2 = Below*

*1 = Far Below*

## Amelioration

- Students will track their progress on each standard assessed for their courses; thus, students will know the standards they have mastered and the standards they need to work on. Teachers will assign and/ or schedule amelioration opportunities either during class or at Flex time.
- Via amelioration, students will be given the opportunity to re-learn and prove their proficiency in the given standard(s); scores will be updated accordingly.

## Weight

- Standard Proficiency: 90%
- CLEAR Values: 10%

## Body of Evidence

- The POP grades are based on a preponderance of *evidence*, typically 3-5 pieces of standards-aligned assessments, during the POP.
- If there is not sufficient evidence for making a decision about a standard score, the student will receive a "1" as a placeholder. For example, a student who has not submitted assessments or a student that started late in the POP.

## Current Learning Trend

- Averaging by standard is the default grade in the system; however, teachers will use the student's more recent, most consistent level of performance to determine a student's POP grade. Teacher comments will support grades.

## Interval Assessments

- *Interval Assessments* are cumulative and occur quarterly. These assessments will also be scored by standard like any other assessment.
- Students will track interval standard proficiency and receive a *Regents Comparison Score* so students can track minimum standard obtainment.