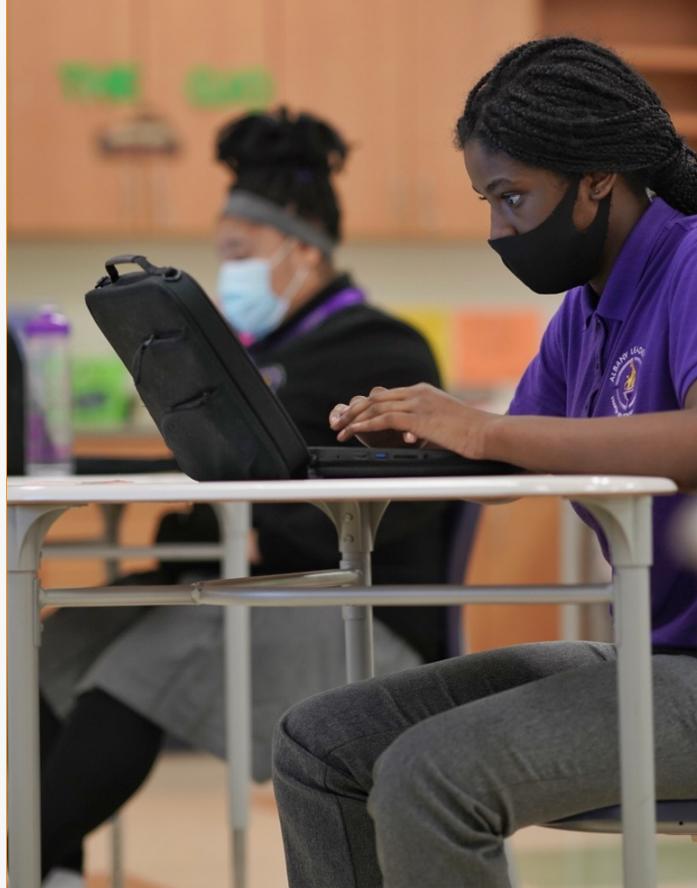


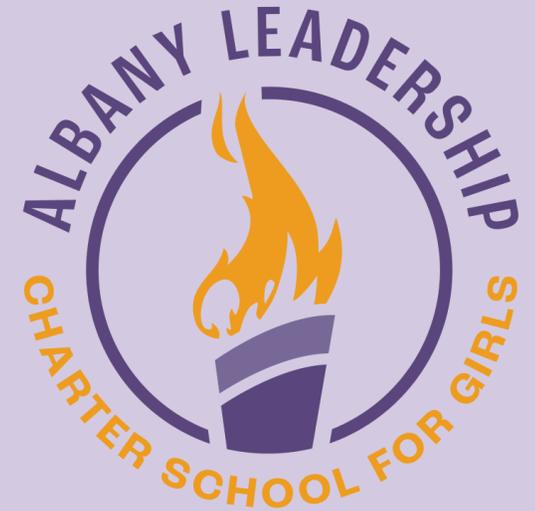
## Working Definition of Mastery

*Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it. Anyone can repeat information; it's the masterful student who can break content into its component pieces, explain it and alternative perspectives regarding it cogently to others, and use it purposefully in new situations.*

-Rick Wormeli



The mission of Albany Leadership Charter School for Girls is to prepare young women to graduate from high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.



A 6–12 Academy Of Excellence

# Standards Based Grading

# Grading Guidelines

<b>Periods of Progress (PoP)</b>	<ul style="list-style-type: none"> <li>• <b>PoP's</b> reflect cumulative standards covered throughout the year to date</li> <li>• The <b>grade</b> at the end of the PoP indicates the proficiency level that the student has demonstrated on the standards assessed.</li> </ul>
<b>Score vs. Grade</b>	<ul style="list-style-type: none"> <li>• <b>Score:</b> Number scores (1-5) are assigned to each standard on a given assessment based on demonstrated level of proficiency.</li> <li>• <b>Grade:</b> Converted score on all cumulative standards assessed throughout the year to date</li> </ul>
<b>Levels of Performance</b>	<ul style="list-style-type: none"> <li>• In the standards-based grading system, a standard score, and subsequent PoP grade, represents the proficiency level based on student demonstration of understanding of the knowledge, skills and concepts in the subject area, as well as the student's ability to apply that understanding to a variety of performance tasks. <b>5-Mastery 4-Proficient 3-Partially Proficient 2-Below 1-Far Below</b></li> </ul>
<b>Amelioration</b>	<ul style="list-style-type: none"> <li>• Students will track their own progress on each standard assessed for their courses; thus, students will know which standards they have mastered and which standards they need to improve knowledge and understanding of. Teachers will provide amelioration opportunities during class and flex time; scores will be updated accordingly.</li> </ul>
<b>Body of Evidence</b>	<ul style="list-style-type: none"> <li>• PoP grades are based on (3) pieces of standards-aligned assessments during the PoP or cumulatively throughout the year.</li> <li>• If there is no sufficient evidence for making a decision about a standard score, the student will receive an "INC" as a placeholder. For example, a student has not submitted any assessments, or a student enrolled late in the PoP</li> </ul>
<b>Current Learning Trend</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Interval Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Interval Assessments</b> are cumulative and occur three times a year. These assessments are also scored by standard.</li> <li>• Students will track interval standard proficiency and receive a "<b>Grade Level Comparison Score</b>" so students can track minimum standard obtainment.</li> </ul>

# Standards-Based Grading

Standards-Based Grading provides students with a score by standard for each assessment. Students will receive their overall course grades via eight Periods of Progress, or PoP's, every five weeks. A final year long (Y1) grade will be calculated at the 8th PoP.

Throughout the year, teachers will provide support to students based on targeted course standards through intervention periods, spiral review, and flex time (after school). Advanced students will be provided opportunities to enhance course grades by tutoring peers in structured learning environments and/or completing extension activities.

## Standards Are:

- Aligned to each course
- Research and evidence based
- Clear, understandable and consistent
- Aligned with college and career expectations
- Based on rigorous content and the application of knowledge through higher-order thinking skills
- Build 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