

ACE Leadership High School Grading and Credits Policy

ACE Leadership High School employs a Mastery Learning model

At ACE Leadership High School, assessment and grading look different than they do in most traditional schools; we employ a mastery approach to learning. This means that students have multiple opportunities to provide evidence that they have met the learning outcomes and targets of the project.

Students demonstrate evidence of mastery in many ways: group discussions, presentations, portfolios, discussions with teachers, products/deliverables, mini-exhibitions and the final exhibition. Mastery is measured by both formative and summative assessments which are performance based. Performance assessments are long-term, public, and relevant assessment methods that provide the opportunity for students to demonstrate what they have learned through their experiences. Exhibitions are a required student performance assessment.

Throughout a project, student work and assignments are aligned to one or more student learning outcomes and targets. Teachers use a standards based grading approach to determine to what extent the student's performance on the assignment reflects proficiency. Teachers will share with students to what extent they have demonstrated proficiency and by providing feedback through specific actionable comments to help students understand their learning and take steps on how to improve.

Students can earn different course credits in a project. Credits are earned through demonstration of mastery of Common Core, National and State Standards. Each course credit that is available in a project will have specific Learning Outcomes and Targets tied to that credit. At the end of each trimester, teachers look over all of the evidence collected regarding how a student has performed on each objective. A student's final grade, and whether they have earned credit for each course aligned to the project, is determined by whether or not they were demonstrating proficiency of learning outcomes and targets. This is important; in a Mastery Learning model, scores are not averaged and students are not penalized for not being proficient on every assignment from the very beginning of the project. We recognize that students will learn and grow and become more proficient throughout a project.

We calculate final grades by converting learning outcomes aligned to each for course to a course grade:

Course Grade	Criteria
4	Student demonstrates Proficiency or Mastery in 90% of Learning Outcomes.
3	Student demonstrates Proficiency or Mastery in 70% of Learning Outcomes.
NC	No Credit: Student does not produce enough evidence to demonstrate proficiency in 70% of learning outcomes and does not earn credit.
I	In some cases, students can earn an 'I' for incomplete, which means work toward mastery is still in progress. Students will have the opportunity to show progress toward mastery by attending interim school. With sufficient progress, students can earn a 4 or a 3. If a student shows insufficient progress, a grade of 'NC' will be entered in place of the 'I'. All incompletes will be converted into a grade of 4, 3 or NC at the end of each school year.

Jupiter Grading Scale

1	2	3	4
No evidence	Nearing Proficiency	Proficient	Mastery