**Destiny STREAM Academy for Girls Charter School**

**Grading and Promotion Policy**

Promotion decisions are based on several criteria, including teacher-made assessments, homework, portfolios, teacher observation of student performance, and attendance. Students will be promoted if the established grade-level criteria are met or exceeded, as evidenced by the student receiving a passing grade (C or above) in a minimum of three core subjects (reading/writing, math, science and social studies) and no failing grades. 8th grade students 7th grade NWEA scores and attendance records are a major part in their GoCPS high school application process. **In order to be promoted to the next grade, students must pass classes in all core content areas (C or above in a minimum of three core subjects and no failing grades). In addition, every 8th grader will be required to conduct a portfolio defense as part of graduation requirements**. Because problem-based, space-based, and project-based approach to teaching and learning will be our instructional model, we will be employing a Standards-based grading system.

**Research**

A study published online in APA’s Journal of Experimental Psychology: General, showed that in groups where difficulty and failure were explained as “normal,” students’ short-term memory performed better. When such accommodations for difficulty were replaced with pressure to perform, memory and reading comprehension–and thus academic performance–decreased.

Achievements have the ability to communicate the nuanced complexity of assignments in a way that a rubric or a letter grade cannot, while at the same time offering mechanics of encouragement during critical stages of an assignment or project.

**Project-Based Learning & Grading**

In a typical project, a rubric will be offered early on. Teachers will communicate the details of the rubric and help students understand (or even set) goals. Necessary resources will be identified, a timeline will be sketched out, and project management will essentially begin.

There will usually be checkpoints between the project’s inception and completion, where feedback can be offered and grades can be collected. When the project is complete, grades for supporting assignments will be compiled, the project will be graded against the rubric, and a new project will begin.

While a well-planned project may continue to resonate, the letter grade ends the academic portion of the project. The grade is given, communicated to students and parents, internalized by the students, and then–that’s it. With traditional grading, at this point it’s all over beyond a single letter as a matter of the student’s permanent record.

Achievements, however, permanently extend academic performance by connecting all assignments, and making all success (and failure) transparent to a variety of critical stakeholders.

But perhaps most importantly, by clarifying the incredible complexity a well-conceived project really has, the rigor of learning–and the cognitive progress learners are asked to make–are now visible. By offering achievements as extremely high-hanging fruit, not only are high standards being communicated, but so is the relative challenge of earning that achievement.

When a whole system of achievements are designed, it can have the total effect of genuine academic inclusion. Achievements are available for a variety of tasks–turning in a pre-project plan on time, sharing a revision with a certain collaborative group, redesigning a sketch in the face of crowdsourced feedback, and so on. Achievements have an inherent differentiation about them that letters and numbers can’t hope to duplicate.

Appendix 2.2.3- **Grading Policy**

Students receive letter grades for each completed class. The letter grades are assigned based on the quality of a student’s completed work. Grades serve as a method of feedback on quality of work and a measure of students’ progress toward mastery.

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| --- | --- | --- |
| **Grade** | **Percentage Range** | **Performance Descriptor** |
| **A+** | **99-100** | **Outstanding** |
| **A** | **90-98** | **Excellent** |
| **B+** | **88-89** | **Very Good** |
| **B** | **80-81** | **Good** |
| **C+** | **78-79** | **Average** |
| **C** | **70-77** | **Satisfactory** |

Destiny STREAM Academy for Girls Charter School does not give our female scholars letter grades below a “C.” Any work that is deemed unsatisfactory does not receive a passing grade. Students who earn below a “C” in a course will receive one of two grades:

* **I: Incomplete** - A student will earn an Incomplete (“I”) only if they experienced an extended excused emergency during which they missed a portion of the work. Students who earn an“I” will have the opportunity to complete specified work on a clear timeline, determined by the teaching staff, to earn a C in the class. If the work is not completed at a satisfactory level by the end of the timeline, the student will receive a Not Yet (“NY”).
* **NY: Not Yet** - A student who earns a “NY” has not demonstrated adequate performance in the course. A student who earns a “NY” will not be given a chance to redo poor quality or incomplete work. Students who receive three or more “NYs” in a core course(Humanities, Math, Science) may be required to partake in tutoring sessions. Families of students who have earned multiple NYs in core classes will be required to have a family conference with the Principal. Other action steps, including retention, may be appropriate for students with multiple NYs.*(See* ***Academic Probation*** *section)*

**Grading System**

**Category and Weighting**

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| --- | --- |
| **Category** | **Weighting of Grade** |
| **Classroom and Participation** | **25%** |
| **Projects & Assessments (Quizzes, tests, performance-based assessments)** | **60%** |
| **Homework** | **15%** |

**Make-up Work, Missing Work, and Late Work**

After an absence, the student is responsible for working with staff to make up missed assignments, tests, or other assessments. Make-up work, missing work, or late work must be submitted no later than two weeks before the end of the marking period. However, because of the nature of project-based learning, a teacher has discretion to move the make-up work deadline associated with specific unit assignments to two weeks after the project has concluded.

**Test Retakes**

On tests, quizzes, and some performance assessments, students who score at or below a “C”may have the opportunity to retake the assessment. Students retaking an assessment should communicate directly with the teacher to schedule a time for the retake.

**Report Cards**

There are four marking periods during the school year. Report cards are issued after each marking

period.

**Academic Probation**

Students who repeatedly fail to complete and submit homework assignments, classwork, or projects will be placed on academic probation and, at times, be required to co-create an academic contract. These students may also be required to complete a weekly academic contract and have it signed by teachers on a daily basis. If a student continues to demonstrate a lack of academic effort, a parent/guardian conference will be required. At times, additional consequences may be given. Those consequences may include retention or expulsion. Students who demonstrate measurable improvement in effort and homework completion during the academic probationary period will be removed from the probationary list.