

How Grades Work in the Summit Learning Platform



**BRIDGER CHARTER
ACADEMY**

Proficiency-Based Learning Program

How our program works

Through the Summit Learning Platform, and in line with proficiency-based pedagogy, students are graded on how well they comprehend concepts and can apply what they've learned.

- Instead of memorizing information, students focus on developing a strong grasp of class material and effective application of key skills.
- This sets them up to succeed both within the classroom and beyond.


Demonstrating Proficiency

BCA is based on the belief that proficiency in rigorous standards is necessary for success. Therefore, the staff is committed to helping students demonstrate proficiency in academic standards (called “focus areas” in Summit), transferable cognitive skills, and deeper mathematical concepts. BCA courses are organized around the standards, and student performance is evaluated using those standards. Students work toward demonstrating proficiency through personalized learning time and engaging class projects.

Earning Credit

Students must proficiently complete all Power Focus Areas and Projects in the course in order to earn credit. A student cannot finish a course “early” without having first met this requirement. If a student does not meet the proficiency criteria by the end of the term, the student will receive an incomplete for the semester until he/she masters the remaining standards for the course. (An incomplete can be carried forward for 12 weeks, after which it becomes an F on the transcript except with extreme extenuating circumstances.)

The Breakdown Of Grades



The Program at Bridger Charter

At the end of each semester, students will earn credit and letter grades based on the following weighted categories:

BCA English, social studies, and science courses	BCA Math Courses
<p>Projects</p> <ul style="list-style-type: none">- assessed through Cognitive Skills- worth 80% of final grade <p>Power Focus Areas</p> <ul style="list-style-type: none">- mastery shown through Content Assessments- worth 20% of final grade*	<p>Units</p> <ul style="list-style-type: none">- assessed through Math Concepts- worth 80% of final grade <p>Power Focus Areas</p> <ul style="list-style-type: none">- mastery shown through Content Assessments- worth 20% of final grade
<p><i>*Additional Focus Areas are worth 5% of this 20%, where applicable. Senior Project (Eng IV): Focus Areas are worth 10% (and projects 90%) for this capstone skills course.</i></p>	

Grade Conversion for BHS:

Score Range % and BHS Letter Grade <i>Based on Cog Skills and Focus Area mastery</i>	Score/Grade Meaning
93-100: A	Advanced Proficient. Student demonstrates advanced, in-depth understanding of the concept/skill based on rubric or assessment.
90-92: A-	Proficient Plus. Student demonstrates mastery of concept/skill based on rubric or assessment, with some advanced application.
80-89: B	Proficient. Student demonstrates mastery of concept or skill application based on rubric or assessment.
75-79: C+	Developing Plus. Student demonstrates partial mastery of concept or skill application based on rubric or assessment.
70-74: C	Developing. Student demonstrates understanding of concept or skill but continues to work on knowledge mastery or independent application, based on rubric or assessment.
60-69: D	Emerging. The student demonstrates an understanding of foundational material with help from the teacher, but still struggles when working independently. Traditionally, a student does not receive credit in BCA with this score except when transferring out of the program.
I (no credit)	Incomplete. The student is behind pace and has not completed enough evidence to show level of proficiency in associated course standards. The student needs to catch up on overdue work as soon as possible. The incomplete serves as a placeholder for a student until they complete coursework with proficiency (in lieu of an F or withdrawal).

Cognitive Skills



Cognitive Skills

Cognitive Skills — such as communication, critical thinking, and articulating a clear point—are at the core of your child’s learning. Cognitive Skills are graded based on how well students apply them to projects.

- Students work on projects that relate to the real world, which require them to produce a final product (such as an essay or presentation).
- Most Cognitive Skills have a rubric score between 0 and 8 (each number score corresponds with a % score). The highest scores per skill are averaged to calculate students’ overall Cognitive Skills score.
- Cognitive Skills make up 80% of a student’s overall grade.*

*90% for Senior Project

Focus Areas

Focus Areas

Focus Areas ensure that students develop foundational content knowledge of a given subject area. Students demonstrate that they've grasped the subject matter by completing and passing Content Assessments.

Focus Areas make up 20% of a student's overall grade.

Focus Areas

There are three types of Focus Areas:

- Power Focus Areas (PFAs) contain required areas of content knowledge for a given course. Students must complete all PFAs to avoid receiving an “incomplete” grade by the end of the grading period.
- Additional Focus Areas (AFAs) contain complementary areas of content knowledge for a given course. Students are not required to complete AFAs in order to pass a course, but they do boost a student’s grade by 5% when mastered.
- Challenge Focus Areas (CFAs) aren't required areas of content knowledge and don’t impact a student’s grade. CFAs are available for students who want to go above and beyond or prepare for standardized tests.

*Dependent on your school's grading system. The school determines how much each factor makes up students' grades per course. This helps your school establish a grading system that best serves the needs of each course.

Portfolio Problems (Math)

Portfolio Problems

Portfolio Problems are math problems that accompany each Math Unit. Portfolio Problems apply to math courses only. They're scored based on how well students apply what they've learned to solve complex math problems.

- Portfolio Problems are scored on a 2-point rubric (with half-point increments).
- Portfolio Problems can make up to 10% of a student's overall course grade.*

*Dependent on your school's grading system. The school determines how much each factor makes up students' grades per course. This helps your school establish a grading system that best serves the needs of each course.

Unit Assessments (Math)

Unit Assessments

Unit Assessments are the final assessments for each Math Unit. Unit Assessments apply to math courses only. They include a range of Portfolio Problems learned throughout a Math Unit.

- Unit Assessment final scores are represented as a % grade.
- Unit Assessments can make up to 70% of a student's overall course grade.*

*Dependent on your school's grading system. The school determines how much each factor makes up students' grades per course. This helps your school establish a grading system that best serves the needs of each course.

There is No Such Thing as a “D”



Off-Track (Behind Pace) Grades

Anything lower than a C- grade is considered “off track,” or what BCA teachers often refer to as “behind pace.”

An “off track” grade means that a student is:

- Not meeting Cognitive Skill or End-of-Unit Assessment grade-level requirements (below 70%).
- Behind in one or more Power Focus Areas.
- Overdue to submit a project’s Final Product.

Any course grade that remains “off track” by the end of the grading period will result in an “incomplete” grade.

Additional Dispositions and Skills

In addition to academic rigor, Bridger emphasizes additional skills and dispositions associated with success: habits for work and learning; mindfulness and emotion-management strategies; decision-making skills; and interpersonal skills.

The Bridger Community helps students hone these skills by:

- Prioritizing the teacher-student mentoring program,
- Holding students accountable to the Bridger community's engagement expectations, and
- Helping students proficiently work through the Self-Directed Learning Cycle.

Bridger Community Expectations

Be Kind
Be Honest
Be Safe

Be Respectful
Be Responsible
Be Resilient

Self-Directed Learning Cycle

Use the Self-Directed Learning Cycle to set goals, develop a plan to achieve those goals, learn what you need to know, show evidence of what you have learned, and reflect on the process



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Helping Your Child Succeed

Helping Your Child Succeed

Regularly checking in with your child is a great way to support their success. Here are a few questions you can ask to get the conversation started:

- What Cognitive Skills are you working to improve?
- What have you learned from your Focus Areas?
- What are some of your learning goals this week?



Stay in the Know

Stay in the Know

See how your child is doing in each class by logging into the Learning Platform (make sure to also add your mobile number to receive text updates about your child's progress).

Please do not check PowerSchool except at the 6, 12, and end-of-semester marks. PowerSchool will not have up-to-date information about your child's grades.

If you have any questions about how grades work or how your child is doing, please reach out your child's teacher.