Diploma Mastery Assessment



Diploma Mastery Assessment

Commencing with classes graduating in 2023, and for each graduating class thereafter to graduate from a public high school in Connecticut, ***a 1-credit diploma mastery assessment*** is also required. The content of this assessment is to be defined by local school districts. It is likely to consist of a series of checks for particular skills such as approach to learning, communication, self-direction, and response to challenges.

Diploma Mastery Assessment

- Supported by research.
- Faculty identified a set of universal skills.
- Created a scoring rubric to identify and provide feedback.

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Mastery Skill Sets

- Preparation and Organization
- Participation and Collaboration
- Reflection and Adaptability
- Communication and Advocacy

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Skills for Success

- Aid students in identifying areas of strength and those in need of improvement.
- Communicate student progress in these areas to students and parents.
- Track student growth.
- Determine mastery of the skills for graduation.

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The Rubric Framework

The following criteria was established for the creation of this rubric.

- Clearly identifiable and tangible characteristics.
- Rating scale that can be clearly interpreted by students, parents, and teachers.
- Universality.
- Scores that can be supported with evidence by the teacher.
- Scores that can be supported with evidence by the student.
- Objectivity.

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Preparation and Organization

- I am prepared with all appropriate materials for class.
- I complete work in a timely manner and honor deadlines.
- I track my progress on assignments and responsibilities.

Reflection and Adaptability

- I adjust my thinking when presented with constructive feedback or additional information.
- I continue working and practicing, even after challenges or failures.
- I consider other potential methods or solutions to improve and reach my goal.

Participation and Collaboration

- I enhance discussions by clearly expressing ideas, posing meaningful questions, and engaging with classmates.
- I focus on my responsibilities to assist group/individual success.
- I respect cultural and individual differences in my interactions with others.

Communication and Advocacy

- I advocate for my own needs as a learner and seek help and guidance when appropriate.
- I acknowledge new information and perspectives to arrive at the most effective outcome.
- I produce honest and authentic work, accurately representing my own learning and understanding.

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Continuum of Skill Development			
Entry **(1)** **<60% of time**	Developing (2) 60-80% of time	Proficient (3) 80-90% of time	Exemplary (4) >90% of time

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The Scoring Process

- Based on their interactions and observations teachers will record a mastery score for each of their students on each skill twice a year.
- Student progress will be formally communicated on the report card at the end of the first semester and at the end of the year.
- During a student's freshmen and sophomore year, these progress scores are used for communication purposes only and will not be calculated into the final graduation assessment.
- The scores at the end of a student's junior year will serve as the official mastery score to meet the graduation requirement. The rubric is a 4-point scale.
- A minimum mode of 3 from the cumulative ratings of the teachers in a student's junior year is required to earn the graduation credit.

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The Scoring Rationale

During the freshmen and sophomore year students take the PSAT and various science assessments that provide feedback on student level of mastery. These scores provide a roadmap for students and teachers to close identified gaps prior to graduation. At the end of the junior year, students take two graduation requirement exams, the SAT and the NGSS Science exam. This is the same approach taken for the Diploma Mastery Assessment. For the first two years students will engage in ongoing opportunities to develop and apply these skills, participate in self-reflection, and receive on-going teacher feedback in preparation for a formal score at the end of the junior year.

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Strategic Plan Goals for Curriculum:

- Success beyond high school
- Experiences that teach decision-making skills, personal accountability, … and global citizenship.
- The skills of flexibility, creativity, collaboration, independence, leadership, and self-advocacy.
- Assure that assessments are: …used to inform collaborative decision-making for improvements in curriculum and instruction.

Mastery Skill Sets

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- Participation and Collaboration
- Reflection and Adaptability
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K-12 Approach

All schools have a means to assess student attributes that lead to success, similar to the DMA.

This summer, a group of PK-12 teachers will convene to finalize the **LOLHS Portrait of a Graduate (POG)**, largely driven by the DMA and the community forum feedback led during the strategic planning process.

This district-wide effort will support all schools working towards the transferable skills outlined in the POG to ensure the POG vision is supported and attainable.