MASTERY LEARNING + GRADING **2006**

Standards Based Learning + Scoring

The primary purpose of a student's grade is to communicate academic performance: what the student knows and is able to do as measured against the learning standards of the course. All teachers at East Oldham Middle School will use a standards based system to measure learning, and will use the following conversion chart to calculate a student's cumulative academic score/grade.

4 Point Standards Based Grading Conversion Scale

Standards Based Score	Rationale	Gradebook % Equivalent
4	The student consistently demonstrates an in-depth understanding of the standard, exceeding course level expectations. The student applies and extends the key concepts, processes and skills. Performance is characterized by high levels of quality and complexity.	**100%**
3.5	The student consistently demonstrates a thorough understanding of the standard and meets course-level expectations. The student applies the key concepts, processes and skills with some quality and complexity.	**95%**
3	The student demonstrates a complete understanding of the standard and meets course-level expectations. The student applies the key concepts, processes and skills a majority of the time.	**90%**
2.5	The student demonstrates an average understanding of the standard and meets course-level expectations. The student applies some key concepts, processes and skills.	**80%**
2	The student demonstrates an emerging understanding of the standard. The student shows some inconsistent effort to meet expectations.	**70%**
1	The student does not demonstrate an understanding of the standard. Student is well below course-level expectations. Performance is inconsistent even with support.	**60%**
0	The student did not complete assignment/assessment in order to determine proficiency level.	**50%** (grades below this % are not allowed or applicable)
Plagiarism / Cheating	Plagiarism occurs when a student submits work that is not their own, including unauthorized use of AI. Cheating refers to any time a student solicits, accepts and/or provides unauthorized help on any assessment that provides an academic advantage not offered to all students by the teacher.	**0%**

Plagiarism/Cheating *(Offenses are cumulative throughout EOMS experience and the * Extra Curricular Code of Conduct will be applied to each offense.)*

	Referral	Grade Impact
1st Offense	Parent contact, IC referral, Lunch detention to complete reassessment (as many days as needed) *	Student will receive a 0% on the assignment, and must complete the reassessment process as prescribed by the teacher. Once the student has reached mastery of the standard(s) being measured, the student will receive a 60% on the original assessment/assignment.
2nd Offense	Parent contact, IC referral, 1 day ISS *	Student will receive a 0% on the assignment, and must complete the reassessment process as prescribed by the teacher. Once the student has reached mastery of the standard(s) being measured, the student will receive a 60% on the original assessment/assignment.
Additional Offenses	Parent contact, IC referral, 1 day OCATS/ISS *	Student will receive a 0% on the assignment.

Grade Reporting in IC

a. Students will receive 1 cumulative letter grade based on % for the year in all classes *(exceptions could apply at the discretion of the principal).*
b. 90% of the cumulative grade will come from content mastery assessments. This can include, but is not limited to, formative/summative assessments, projects, writing assignments, performance events, etc. These assignments will follow a pre-established rubric and expectations will be communicated by the teacher.
c. 10% of the cumulative grade will come from learner behavior scores. This can include homework completion scores, preparation for class, participation/engagement in class activities (not measuring content mastery), etc. Learner Behavior scores will use the same standards based scale and will align with the learner behavior rubric shared with students. Teachers can give a score of 0% in the Learner Behavior category if a student does not turn in work or chooses not to engage during in-class activities.

MASTERY LEARNING POLICY

Learning for mastery is embraced at EOMS. Students will be given multiple opportunities to display mastery of skills and content, but not necessarily to retake or redo every assignment. These opportunities will be provided at the discretion of the teacher. **No extra credit will be given.** Some examples of mastery learning include revision of assessments, test retakes, and test corrections. Students will need to complete revisions or retakes by the end of the trimester or within a timely fashion at the discretion of the teacher. All retake opportunities will be documented in IC in the comments section for potential review for future class placements.

Mastery Learning and Learner Behavior policies will be consistent within each PLC team. Each content/PLC/Grade-level team will communicate their reassessment expectations with the following details:

- How mastery learning is allowed within the course (e.g., test corrections, test retakes, essay revisions, etc.), and what students will be required to do prior to earning this opportunity.
- What type(s) of assessments the policy applies to.
- How many attempts will be permitted (it is recommended for most courses that only one attempt is allowed to retake a test, for example, but there are a handful of courses that may need/want to allow more).