



Frank McCourt High School
2018-19
Mastery-Based Grading Policy

What is Mastery-Based learning?

NYC DOE defines a “mastery-based” approach to learning as one that provides feedback to students about whether they are progressing toward a determined set of *skills*. In a mastery-based course,

- There are a specific set of skills aligned to NY State standards. At FMHS, we call these “outcomes” and each outcome has a rubric that defines the criteria used to measure progress.
- Feedback is provided consistently to allow students to understand how they are progressing toward mastery. At FMHS, we use Jump rope to provide 24 hour access to the feedback teachers are giving to students. It shows the outcomes students are working on in each class and what tasks are being used to measure their progress.
- Completion of a course is based on demonstrating mastery in specific skills. Students can revise and retry tasks several times over the term to demonstrate proficiency in their courses. They can also take extra time to complete the course if they are not demonstrating mastery when the course ends.

Mastery at FMHS

Grades at FMHS are a mechanism for teachers to communicate with students about their performance and for students to develop vocabulary for talking about their learning progress. At FMHS, we believe that a student’s grade should be a reflection of student progress on specific skills and not of a student’s value as a learner or a person. To that end, the staff at FMHS believes we should:

- Assess students throughout the term on a variety of tasks.
- Value the work students put in to REVISE and allow revisions to contribute to the final grade.
- Use rubrics that clearly define expectations, allow students to build awareness and empower students to assess themselves with accuracy.
- Use rubrics to evaluate ourselves and make adjustments to curriculum, school programs and school design based on feedback.

The FMHS School Wide Grading Policy ensures the following:

- *All courses will use OUTCOMES and related RUBRICS to determine grades.*
 - Outcome is another word for skill and each course focuses on developing students’ capacity with several outcomes.
 - A *RUBRIC* is a tool to help students know what having a particular skill means. They provide criteria students and teachers can use to talk about a skill. We have updated our rubrics for the universal outcomes so that each course can help students understand the way the skills will look in their class.
 - Students at FMHS are working to improve their performance on each skill.
 - “Emerging” is how some students start and means that, in any given task, there is only a little bit of evidence that students understand the skill they need to perform.
 - “Developing” means that students are showing they understand the skill and have some affinity for using it, but still need to develop more consistency.
 - “Applying” means that students are able to apply their skills in the context given for the class and have demonstrated basic mastery.
 - “Integrating” means that students are able to apply the skill in the context given and in other contexts, as demonstrated by superior use of the skill in a particular task.
- *FMHS has 8 “universal” shared outcomes that represent the 21st Century skills most valued at our school and for college / post-secondary readiness.* These outcomes are important for all disciplines and in a variety of academic contexts, but are also skills that are necessary in the world outside of school.
 - Our current universal outcomes are: be precise, collaborate, communicate, grow, innovate, interpret, justify, research.

- *Outcomes and rubrics for each course are defined in the course syllabus.* At the beginning of each course, teachers provide a syllabus with an outline of unique expectations for their courses, information about revision policies, and any other related information that could help parents and students be clear about the course expectations.
 - The syllabus is a living document and can be updated. If it is, a new version will be sent home.
 - The syllabus offers a map to understand how the coursework will support the development of skills/outcomes.
 - All courses record daily attendance.
 - All courses allow students to make up work when there is an excused absence.
 - All courses allow for revisions.
 - All courses provide feedback and assess work by students that is completed in teams and work done individually.
- *All tasks that will be used to provide feedback to students are assigned with a rubric.*
 - All rubrics use *integrating (4), applying (3), developing (2)* and *emerging (1)* with related criteria to offer feedback.
 - All courses include a variety of tasks including but not limited to: class discussions, group tasks, exams, long term projects, etc.
 - Some tasks are used to provide feedback about a single outcome; some tasks are used to provide feedback on multiple outcomes.
 - Tasks that are not submitted by students are noted in Jumprope by and “M” or an “X”.
 - “M” is considered to be “missing, work incomplete.” A mark of “M” does not impact a course grade positively or negatively, but is a reminder that the work is missing and needs to be made up.
 - “X” is considered to be “missing, NO evidence of mastery” and will count as a grade of 0, therefore negatively impacting a course grade.
 - Teachers will explain how and when these different missing marks (M or X) will be used in their posted course credit requirements.
- *Jumprope is an online grading system used by teachers to document the feedback they are providing to students.* Jumprope is accessible by both students and parents 24/7 through the portal.
 - Jumprope calculates and presents an evolving course average based on the number of times an outcome is used to give feedback and whether any tasks are weighted. Some tasks are weighted more heavily because more time is spent working on and coaching into them, or because they come at the end of the unit when the course has provided more of a chance to improve and master the skill. Some outcomes have much more feedback because they are a bigger part of what is taught in the curriculum. The running average is provided in Jumprope and impacted by rubric scores entered.
 - Jumprope progress reports are sent home 4 times a year.
 - November is the first progress report and offers a snapshot of the current performance on the skills to-date.
 - January / February, at the end of the term, the Jumprope progress report with details about the work toward each outcome accompanies the transcript with all the grades converted into a 100 point scale.
 - March is the time for the spring term progress report with a snapshot of progress on related skills to-date.
 - June, with the final transcript, a Jumprope report offers detailed insight toward each outcome with all the grades translated into a 100 point scale.
 - Not all tasks are recorded in Jumprope. Sometimes there is informal or transitional feedback provided to students in conference or for the purpose of working on in-class revisions.
 - Each outcome will have at least 5 grades in Jumprope for each term.
 - Averages in Jumprope are on a 4 point scale and grades are reported on the transcript on a 100 point scale.

- *Students who participate in a semester course, but do not demonstrate mastery, can earn a mark of NU.* NU is an “incomplete” and indicates that students need more time to demonstrate mastery in the skills related to a particular course.
 - The DOE recognizes 65 (1.3 in Jumprope) is the official base score for passing a course.
 - Students who earn a final course grade in Jumprope of 1.1 to 1.2 will have an additional opportunity complete a project/set of projects to demonstrate their mastery of coursework.
 - Per the DOE policy, students who earn an NU will have the mark remain on their transcript even upon completion of the course expectation and demonstration of mastery.
 - Students with an NU have two additional terms, including summer, to demonstrate mastery in an NU course.
 - Students who complete the coursework for an NU-related course will receive a grade in the term they finish, but the original NU will remain on their transcript.
 - NU indicates an “incomplete” course grade and remains on the transcript. As per NYC DOE academic policy, a new course is reported in the following term with the student’s final course grade.

- *Other Mastery-Based learning notes that impact grade reporting:*
 - FMHS has a two term school year. All courses at FMHS, are offered for a semester. Those courses that extend for a year or 2 (Humanities or ISM, for example) actually have semester components and grades are reported in January and June.
 - Intersession (for 11th and 12th grade students) is reported on the transcript in the term in which it ends. Winter Intersession is reported in Term 1 which ends in January; Spring Intersession is reported in Term 2 which ends in June. Because intersession occurs within the term, students who need additional time for mastery are often scheduled for an additional course during Intersession.
 - We do not rank students on our transcript.
 - We do not weigh courses in a way that impacts student grade point average (GPA). Physical Education courses are NOT part of a student’s overall GPA.
 - Transfer credits are reported on the transcript with CR.

Other Policies that support a Mastery-Based Learning model at FMHS:

In addition to the careful way that staff work to provide instruction in skills and feedback on related outcomes, we have several other policies that help guide students to develop the self-regulation and awareness needed to learn on their own.

- Student Led Conferences (SLCs)
 - At FMHS, fall and spring “parent-teacher” conferences have been replaced with student-led conferences. During conference hours, family members are invited to review with their student progress toward mastery of the skills they have been working on. Goals are set and work shared in an effort to engage the family in supporting student progress. The students host the conference themselves and the meeting is facilitated by the advisor.
 - Students share specific evidence of their work in their different classes and the ways those tasks reflect their growth in different outcomes.
 - Conferences are scheduled with the student and advisor.
 - Conferences this year are on November 29 and 30; and March 14 and 15.

- Revision policies
 - Each course will define the conditions under which revisions will be accepted and how they will impact a student’s final course grade. Courses will define the timeline for completion of revisions, outcomes that will be impacted by revision, and any other circumstances or protocols that should be followed (meeting with teachers, attendance at office hours, signature from their advisor, etc.) for a revision to be accepted. These policies will be posted in several ways and provided to students in writing.

- Late work Policies
 - Each course will define when late work will be accepted. The late work policy will be posted in several ways and provided to students in writing.

- Promotion requirements
 - Per Chancellor’s Regulation A-501, minimum promotional criteria for each grade level is recommended based on student credit accumulation and passing of Regents exams centrally.
 - Student promotion at FMHS is determined using guidelines from the *New York City Department of Education Academic Policy Guide*.
 - Students need to earn a minimum number of core credits (in social studies, English Language Arts, math, and science) each year to make progress towards graduation. At FMHS, promotion is based on mastery of skills in Humanities and ISM courses as well as minimum credit accumulation.
 - At the end of 9th grade, students should have a minimum of 8 core credits.
 - At the end of 10th grade, students should have a minimum of 20 credits including 4 ELA and 4 social studies.
 - At the end of 11th grade, students should have at least 30 credits.
 - Families are notified in January / February after the end of term one of possible “promotion in doubt” status. In June, students and families are notified if the student fails to demonstrate mastery in enough courses to warrant promotion.

- Plagiarism
 - As per the Citywide Behavioral Expectations to Support Student Learning, FMHS enforces a firm policy regarding cheating, plagiarism and collusion.
 - Students who engage in scholastic dishonesty, have their parents contacted and receive a zero for the completion of the task. Teachers can decide, based on how many violations a student has had, whether to allow make-up work or a reattempt.
 - Repeated violations of the regulation on scholastic dishonesty could lead to disciplinary action including but not limited to exclusion from extracurricular activities, removal from class and suspension.

| JumpRope to Transcript Grade Conversion | | | | | |
|--|-----|------------|----|--------------------|----|
| 4 | 100 | 3 | 87 | 2 | 74 |
| 3.9 | 99 | 2.9 | 86 | 1.9 | 72 |
| 3.8 | 98 | 2.8 | 84 | 1.8 | 71 |
| 3.7 | 96 | 2.7 | 83 | 1.7 | 70 |
| 3.6 | 95 | 2.6 | 82 | 1.6 | 68 |
| 3.5 | 94 | 2.5 | 80 | 1.5 | 67 |
| 3.4 | 92 | 2.4 | 79 | 1.4 | 66 |
| 3.3 | 91 | 2.3 | 78 | 1.3 | 65 |
| 3.2 | 90 | 2.2 | 76 | 1.2 | 63 |
| 3.1 | 88 | 2.1 | 75 | 1.1 | 62 |
| M= Missing, work incomplete (does not impact grade positively or negatively) | | | | 1 | 60 |
| X= Missing, NO evidence of mastery (counts as a grade of 0) | | | | Less than 1 | 55 |