



## Grading Policy

ASA Thrive will employ Standards-Based Grading, a tenet of Mastery Learning theory, to make sure our students are correctly scored on content and skill proficiency. Our students will earn grades based on their demonstrated mastery of essential skills rather than on completion of tasks. In a mastery-based grading structure, students are not graded on their ability to master a standard at a certain time; rather, they can work at their own pace and demonstrate mastery when they are ready. This grading structure is aligned with ASA Thrive's mission and values in that it:

- gives students and parents specific, actionable feedback about what skills students have learned or still need to learn;
- shifts the focus to student growth over time; and
- aligns with the school's personalized learning model in which students learn at their own pace and in their own style.

By using a standards-based grade book system, teachers will track student proficiency, progress, and learning. Teachers will assess student learning and progress in the classroom through formative and summative assessments. Students will also be instructed by teachers to assess their own learning through self-monitoring strategies in classes. ASA administrators will work with teachers to ensure their understanding of mastery learning theory during professional development and provide education to parents on standards-based grading and mastery learning.

ASA Thrive will issue student progress reports every six (6) weeks based on student proficiency on grade level standards. The student progress report will be based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards exceeding, meeting, nearly meeting, or not meeting state standards. Formative and summative tests, projects, presentations, and portfolios will be used to determine student performance. Parents of students performing not meeting state standards will be invited to participate in a scheduled parent conference to discuss the parents' and the teachers' role in the improvement plan. Teachers and parents will collaborate to discuss progress and to make a commitment to provide support and ensure that students take responsibility for their learning.

Students in all grade levels will receive letter grades to track their performance:

- A = student exceeds grade level standards, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards



- B = student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards
- C = student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards
- D = student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards
- F = student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards