2023-24 VIA Virtual Grading Policy

In order to support our students' ability to monitor their progress to demonstrate competency and ultimately allow them to be successful in the Virtual Innovators Academy learning community , we are implementing this grading policy for the school year 2023-2024. **This policy is subject to change.**

The goals of this policy are as follows:
1. To promote meaningful learning partnerships between staff and students through competency-based assessment and feedback cycles.
2. To develop independent learners through reinforcement of habits of self-directed learning and professionalism
3. To ensure that students are rewarded for their productive efforts, but not penalized for the challenges that come with remote learning.

Overview

Students receive rubric-based mastery ratings which factor into their final grade in the following categories:
- Content-Based Learning Targets for each course aligned to:
  - Constructing claims/arguments
  - Application of content
  - Use of academic and content vocabulary
  - additional priority areas as chosen by department teams
- 2 Work Habits Targets:
  - Growth Mindset and Perseverance
  - Personal Responsibility

Rubric ratings will be converted to a 100-point scale for report cards according to the following conversion:

Rubric	Equivalent Marks	Conversion	
Course in Progress	0-55	55	
Not yet meeting standards	61 -70	65≤	≥ 70
Approaching Mastery	71-80	75≤	≥80
Mastery	81-90	85≤	≥90
Exceeding Mastery	91-100	95≤	≥100

Content-Based Learning Targets

- ELA
  - Content: Introduces a precise claim that clearly and arguably takes an identifiable position, while explicitly stating the author's purpose
  - Organization: Anticipates the audience's knowledge level and concern about the claim, and focuses on an interesting topic that informs the reader with ideas, concepts
  - Details: Effectively provides facts, definitions, concrete details, and quotations that sufficiently develop the claim, and effectively identifies the author's use of literary devices/elements
  - Accuracy: Skillfully uses words, phrases, and clauses to identify the relationship between the major sections of the text, claim, and evidence.

- Social Studies
  - Construct a viable claim based on historical evidence through the use of specific textual evidence from primary and secondary sources.
  - Making connections across historical topics, time periods and events.
  - Communicate historical knowledge clearly and concisely with use of organized structure and proper use of content vocabulary.
  - The available body of facts or information indicating whether a belief or proposition is true or valid.
  - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in problem solving to enhance understanding of content through their presentations of findings and reasoning in an engaging manner.
- Math
  - CC Math Practice 3 - Constructing viable argument in critiquing the reasoning of others
  - CC Math Practice 1 - Make sense of problems and persevere in solving them
  - CC Math Practice 6 - Attend to precision

- CC Math Practice 2 - Reason abstractly and quantitatively
- CC Math Practice 4 - Model with mathematics
- Science
  - Construct scientific claims based on experimental evidence and research
  - Application of scientific theory and facts to novel scenarios
  - Use of scientific vocabulary to communicate observations, inferences, and conclusions
  - Analyze and interpret qualitative and quantitative data
  - Engage in argument from evidence

- Physical Education
  - Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.
  - Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
  - Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
  - Standard 4: Exhibits responsible personal and social behavior that respects self and others.
  - Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.
  - Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

- Visual Arts
  - Strand 1: Art Making - Students will use multiple artmaking approaches to begin creative pursuits.
  - Strand 2: Developing Visual Literacy - Analyze, select, and critique personal artwork for a collection or portfolio.
  - Strand 3: Making Connections through Visual Arts - Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
  - Strand 4: Community and Cultural Resources - Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding contexts.
  - Strand 5: Careers and Lifelong Learning - Investigate, compare and contrast methods for preserving and protecting art.

School Wide Learning Targets: 21st Century Skills

-Learning Skills
- Critical thinking: Finding solutions to problems
-Creativity: Thinking outside the box
-Collaboration: Work effectively with others to achieve common goals
-Communication :Make ideas and information understood, mindful of the audience, purpose and setting. Listen and respond to what and how others communicate

Schoolwide Work Habits Expectations
- Growth Mindset is defined as an understanding that ability is flexible.
- Personal Responsibility is defined as an understanding that one's actions impact their success.
- Will be rated individually by teachers.
- Exceeding Expectations rating can be rewarded at the discretion of the teacher although the rubric lacks a description for it.

	Approaching Expectations	Meeting Expectations	Feedback
Growth Mindset I understand that ability is flexible	● I persist through a challenge some of the time; sometimes I lose focus and need to be reminded to keep persisting. ● I analyze my mistakes and sometimes revise my responses. ● I seek out resources and help when I need it some of the time	● I persist through challenges to complete long-term projects and demonstrate my knowledge and skills. ● I analyze my mistakes and setbacks and develop strategies for breaking through ● I utilize structures put in place for additional support (Office Hours, Phone Conference)	
Personal Responsibility I understand that my actions impact my success.	● I developed a plan of action for organizing my time, but sometimes have difficulty following it ● I meet some project benchmarks and deadlines ● I read the feedback that I receive but have not yet used it to revise my work.	● I have developed a plan of action for effectively organizing my time in order to be able to attend scheduled virtual learning sessions, and complete assigned tasks and revisions. ● I set and meet appropriate project benchmarks ● I implement feedback and submit revisions	

	● I inconsistently participate in live discussion and discussion boards	● I participate regularly in live discussion and discussion boards	

Guidelines for Learning Management System

- Marks
    - Rubric for assignment or other Criteria for Success
    - No mark for incomplete work, return with No Grade
    - No mark for first submission of mastery assessments (projects, essays, etc.)
    - iLearn marks are not final until the close of the marking period
    - Minimum of 2 resubmissions of work products will be allowed.
        - Teachers can use their discretion in adding resubmissions on an individual basis
        - Students reserve the right to request a conference with a teacher for further revisions.
- Feedback
    - Highly specific and actionable with a glow and next steps
    - Provided after student reflection or private comment about their own self-assessment in student-friendly language (e.g. "Thank you for turning this in. How do you think you did?")
    - Timely feedback within 72 hours

Guidelines for Gradebook

- Grades DOE Grades will be on the five learning targets and two work habits exclusively
- Valid grades will be defined as NX, B, A, M, and E. These will be automatically converted by DOE Grades according to the conversion above.

Late Work Policy

- Students will not be penalized for any late work through learning target grades.

Revisions Policy

- All students are required to complete at least one revision on all summative assessments

Grade Reporting

- Students will receive 2 grades every term, an interim and a final grade. There are two terms every academic year.
    - **Interim Grade** : This grade is a midpoint grade and allows the student and family to see where the student is at this point in the term
    - **End Of Term Grade**: This grade is the final grade for the term and the one that will appear on the official report card. This is a cumulative grade for the entire term.

Calculating Final Grades

- The content-based learning targets will be rated by individual teachers
- The two work habits and school wide learning targets will be rated by cohort teams holistically for each student and averaged with equal weight to content into all courses in which the student is enrolled

Sample Final Grade Calculation

Sample, Student A OSIS#210987654						
Course	Projects 40%	Classwork 20%	Collaboration 20%	Quizzes 20%	Grade	Calculated/ Converted Grade
STEM - Mastery	B	M	AM	EM	AM	AM
STEM - iLearn	60	80	70	95	=73	75
Weighted Average	=60(0.4) =24	=80(0.2) =16	=70(0.2) =14	=95(0.2) =19	=24+16+14 +19	