

## Mountain House High School Mastery Based Learning

Our goal at Mountain House High School is to make sure that all students have both the academic and technological skill needed to succeed in both college and career. One way of making sure that students are prepared is insisting that they master concepts and skills rather than just simply completing assignments. We inform students and parents of this system through newsletters, social media and web presence, classroom explanations, and parent events on campus.

### What is reflected in a grade @ MHHS

- 90% of a student's grade is determined by mastery of a concept and/or skill on Mastery Assessments
- 10% of a student's grade is based on Mastery Assessment Preparation assignments
- Grades are a reflection of what students know, not just what they turn-in
- Grades are tied to targeted objectives of skills or knowledge which makes it easier to remediate students

<b>Mastery Assessment Preparation (Formative Assessment)</b>	<b>Mastery Assessments (Summative Assessment)</b>
<p>The goal of formative assessment is to monitor student learning and provide feedback:</p> <ul style="list-style-type: none"> <li>● Help students identify their strengths and weaknesses to target areas that need work</li> <li>● Help teachers recognize where students are struggling and address problems immediately</li> </ul> <p>Each assignment is essential in working towards understanding of the targeted goal.</p>	<p>The goal of summative assessment is to evaluate student learning:</p> <ul style="list-style-type: none"> <li>● Exam</li> <li>● Project</li> <li>● Research paper</li> <li>● Portfolio of student work</li> </ul>

### What is not reflected in a grade at MHHS

- Deductions in points for turning work in late
- Extra Credit
- Poor student behavior
- Curved grades

Deadlines and Due Dates

Consequences for Missing Due Dates

## 2. Transparency & Consistency

Traditional grading practices focus on different understandings of how teachers determine student mastery. We want to make sure that we are as consistent as possible in how we assess and grade students. This includes high quality, collaboratively developed, tests and assessments which account for 90% of a student's grade.

Grading @ MHHS	Weight of Grades	Traditional Grading	Weight of Grades
<b>A = 90% - 100%</b> <b>B = 75% - 89%</b> <b>C = 60% - 74%</b> <b>D = 50% - 59%</b> <b>F = 0% - 49%</b>	90% Mastery on Collaboratively Developed Assessments  10% Based on Mastery Assessment Preparation (Homework, Quizzes, etc.)	<b>A = 90% - 100%</b> <b>B = 80% - 89%</b> <b>C = 70% - 79%</b> <b>D = 60% - 69%</b> <b>F = 0% - 60%</b>	Based on Individually Created Assessments & Tests: i.e.  20% Participation 20% Classwork 20% Homework 40% Tests
<i>50% Mastery of Concepts Required to Pass a Course</i>	High quality, collaboratively developed, tests and assessments used to determine 90% of a student's grade.	Inconsistent or unknown amount of mastery determined to pass a course.	<i>Zeros, homework, participation, etc. not mastery, hold a lot of weight</i>

In the traditional grading model, an "A" for one individual teacher might consist of 20% participation, 20% homework, 20% classwork and 40% tests at some schools. As compared to the students of other teachers on a campus in the same subject areas, this may or may not show that a student is ready to move on to the next course and/or is prepared to do well in college and career. This is the ultimate goal.

## 3. Benefits of a Mastery Grading System

- Students who receive an "A", have truly mastered a large percentage of rigorous materials.
- Makes grading practices transparent and consistent
- Easier for students and parents to navigate.

## 4. Helping Students Where They Are In Their Developmental Path

Another benefit of truly understanding if students have not mastered, is knowing how to help them continue to work towards mastery. Very few people understand a concept the first time it is presented and some students learn at a slower pace than others. This is employ a "Redo-Retake Policy" at MHHS. It challenges students at the top with rigorous assessments and assignments and is flexible enough to give students in the middle and who learn slower, multiple chances to be successful.

## 5. Redo-Retake Policy @ MHHS

- Students Complete Rigorous Assignments & Assessments
- Students Who Do Not Meet Level of Mastery Are Identified
- Those Students Complete Error Analysis for Each Problem/Concept They Don't Understand with the Help of teachers and Peer Mentors During Intervention
- When Teachers Feel That Students Are Prepared, They Allow Them to Retake Rigorous Assignments & Assessments

## 6. The Importance of Rigor

If we truly want students to master standards and skills, we have to increase rigor and have an equal or exceeding amount of support. There are huge benefits to the research based mastery-grading system has been adopted at MHHS. There are also many rumors about Mastery Grading. Some of these are that an "A" is watered down. The truth is that an A is actually more difficult to achieve at MHHS seeing that students must actually show mastery of a larger percentage of the content for a course. Another rumor is that allowing students to redo- or retake tests after completing error analysis will not prepare them for the real-world. The truth is that requiring that students complete error analysis and receive help on what they do not understand and then reassessing them is common practice in the real-world. This concept of taking and retaking major tests is true for most tests in professional life. Some examples would be the LSATs for Lawyers, the CSETS for teacher certification, and our driver's license exam among others.

## 7. Rumor vs. Truth:

RUMOR	TRUTH
An "A" at Mountain House High School is 90-100% and somehow less rigorous than other schools. Students at MHHS have more "A"s than at other schools.	An "A" at Mountain House is 90-100% and is most likely more rigorous than an "A" at another school since a solid 90% of their earned grade is based off student performance on rigorous assessments. MHHS grade distribution is proportionate to all other school sites.
Allowing students to redo- or retake tests after completing error analysis will not prepare them for the real-world.	The truth is that requiring that students complete error analysis and receive help on what they do not understand and then reassessing them is common practice in the real-world. This concept of taking and retaking major tests is true for most tests in professional life. Some examples would be the LSATs for Lawyers, the CSETS for teacher certification, and our driver's license

	exam among others.
Students who are ineligible and who have Ds at another school can transfer to Mountain House and be eligible.	When a student transfers to another school, the letter grade transfers. Not the grade percentage.
Mountain House is the only school that uses a grading scale that is non-traditional.	Grading scales <u>vary widely</u> at other school sites from teacher to teacher and from dept to dept. Mountain House High School's grading scale is transparent and accessible.

**8. Student Outcomes**

MHHS believes grades should have real meaning (i.e. A = proficient work on all course objectives, advanced on some objectives, C = proficient on the most important objectives, although not on all objectives. Student can continue on to the next course, etc.).

**9. Evaluating Student Work Towards Mastery**

Rubrics are used to evaluate most student work. A consistent 4 level rubric based on common learning objectives and aligned to the language of state tests and research is used across content areas.

Level	Criteria
4 Advanced	In addition to exhibiting level 3 performance, the student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class.
3 Proficient	The student's responses demonstrate no major errors or omissions regarding any information and/or processes. (Learning objective goes here)
2 Basic	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however, they do not indicate major errors or omissions relative to the simpler details and processes.
1 Not Yet	Even with help, the student provides responses that indicate a distinct lack of understanding of the basic knowledge or skill.

### Converting Rubric Scores to Percentages

Student work is scored using the 4 level rubric based on the criteria at each level. Students receive a score based on meeting the criteria defined at each level. Ultimately, the rubric score must be translated to a percentage grade for reporting. It is important to note that it is the score in regards to the rubric and not the percentage grade itself that communicates what the student has been able to demonstrate learning.

Score Level	Criteria	Conversion to a Percentage/Explanation
4 Advanced	In addition to exhibiting level 3 performance, the student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class.	90-100%  A score in this range is difficult to achieve. A student must make inferences and connections between main ideas and concepts that may not have been explicitly taught. In a traditional grading system a student has to get all of the answers right to get in A. In a mastery based system they have to arrive at the right answers but also explain how the answers and the concepts behind them relate to each other.
3 Proficient	The student's responses demonstrate no major errors or omissions regarding any information and/or processes. (Learning objective goes here)	75-89%  The student has met the objective and can fully demonstrate the required knowledge or skill.
2 Basic	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however, they do not indicate major errors or omissions relative to the simpler details and processes.	60-74%  A student can demonstrate understanding of the simpler knowledge or skills necessary to meet an objective.
1 Not Yet	The student provides responses that indicate a distinct lack of understanding of the knowledge or skill.	<60%  Work in this range is unacceptable and students are asked to redo it. In a traditional grading system a student would receive an F and be allowed to move on. In a standards based system, students must go through a process in which they identify the reasons they received a low score, improve their original submission, and then resubmit it.

## Example

Below is an example of the level of work and evidence that may be required for a student to score at different level on the rubric. This example is based on a 12th grade government standard from the [History-Social Science Content Standards for California Public Schools](#).

<b>Score Level</b>	<b>Criteria</b>	<b>Example</b>
4 Advanced	In addition to exhibiting level 3 performance, the student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class.	In addition to the level 3 evidence, the student may discuss the concept of judicial review and how the meaning and intents in the Constitution are continually interpreted. They may also discuss the influence of English Common Law, the Magna Carta, and the experience of the American colonists on the rights that have been protected.
3 Proficient	Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy). (CA Standard 12.2.1)	The student lists each of the individual rights protected in the Bill of Rights. They provide relevant examples of how each of the rights is secured in the legal process. They cite landmark Supreme Court cases that interpreted how those rights are secured.
2 Basic	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however, they do not indicate major errors or omissions relative to the simpler details and processes.	The student lists each of the rights protected in the Bill of Rights and explains them. (simpler details) They cannot provide examples of how the rights are protected in the legal process or explain the link to landmark Supreme court cases. (more complex ideas and processes)
1 Not Yet	The student provides responses that indicate a distinct lack of understanding of the knowledge or skill.	The student cannot accurately list and describe the individual rights protected in the Bill of Rights.

## 10. Support for Students in the Mastery Based Learning Model

In order to best support students, we follow the steps to ensure that students get the help they need in working towards mastery in their courses. The steps are not punitive and are instead intended to activate the proper supports to prevent students from falling through the cracks.

Step		Event	Support Action	Description
Teacher	1	Student falls behind	Student Conference	-Student is informed that they are falling behind in either pace or mastery of the course.  -Student completes action plan to get back on track.
	2	Student continues to remain behind	Success Period	-Student is assigned to lunch Success period.  -Teacher and student work together to develop the criteria that student must meet to exit Success.  -Assignment and attendance in Success is documented.  -Parent Contact
Admin	3	Student does not attend assigned Success period.	Student Conference	-Student meets with administrator and reviews expectations for remaining on track.  -Parent Contact
	4	Student does not attend Success period again.	Peer Tutoring	-Student is assigned to after school peer tutoring sessions.  -Student must share evidence of work towards progress at the end of each session.  -Parent Contact
	5	Student does not attend assigned Peer Tutoring.	Weekend Tutoring	-Student is assigned to weekend tutoring sessions.  -Parent Conference

### **Additional Selective Bibliography**

The following resources have shaped and informed the grading practices at Mountain House High School.

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