MODEL OF INSTRUCTION

Our school community uses mastery-based learning to ensure all of our students are better prepared for life after high school. We have established a pedagogical foundation for our work, which describes the features of our mastery-education system:

- Teachers utilize backward design, to design learning experiences to achieve specific learning goals. Teachers first design cognitively rich performance tasks (Level Three on Costas' Level of Questioning) aligned to critical concepts for their course. This task should be shared with students before teaching and learning occurs and used to create a series of lessons and supporting instructional strategies intended to progressively move student understanding and skill acquisition closer to the desired learning goals of the unit.
- All course learning goals and performance scales used in the teacher's grading system are clearly and consistently communicated to students and families.
- Student achievement is evaluated against proficiency scales that outline performance expectations that are consistently applied to all students.
- All forms of assessment are criterion-referenced and success is defined by the achievement of expected performance, not relative measures of performance or student-to-student comparisons.
- Performance tasks are a summative demonstration of learning that students will complete to show that they have learned what they were expected to learn.
- Formative assessments measure learning progress during the instructional process and these results are used to inform instructional adjustments, teaching practices, and academic support.
- Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.
- Academic grades communicate learning progress and achievement to students and families and grades are used to facilitate and improve the learning process.
- Students are given multiple opportunities to improve their work when they fail to meet expected standards.
- Students are given opportunities to make important decisions about their learning, which includes contributing to the design of learning experiences and learning pathways.

Students who do not earn proficiency for a course in an academic school year will be assigned to academic resource. Students work with an academic intervention teacher who provides instructional support on learning goals needed for course mastery and increases the time dedicated to personalized learning plans.

MASTERY SCORING KEY

SCORES EARNING MASTERY FOR THE COURSE OR EQUIVALENT

4.0 — **Exceeding Mastery:** In addition to 3.0, in-depth inferences and applications that go beyond what was taught in class.

3.5 — **Exceeding Mastery:** In addition to 3.0, in-depth inferences and applications that go beyond what was taught in class with partial success.

3.0 — **At Mastery:** Understanding of complex ideas and processes that have been explicitly taught with no major errors or omissions.

2.5 — **At Mastery:** No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.

2.0 — **Approaching Mastery:** Understanding of simpler details and processes related to the learning that have been explicitly taught, however exhibits major errors or omissions regarding the more complex ideas or processes.

SCORES NOT EARNING MASTERY FOR THE COURSE OR EQUIVALENT

1.5 — **Not at Mastery:** With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

1.0 — **Not at Mastery:** Even with help, no understanding demonstrated or did not attempt the assessment.

MASTERY CONVERSION

LWSH Raw Score	Description	Letter Grade	GPA Points
3.5 to 4.0	Exceeding Mastery	A	4.0
2.5 to 3.49	At Mastery	B	3.0
2.0 to 2.49	Approaching Mastery	C	2.0
Below 2.0	Not at Mastery	I/F	0.0