WELCOME TO PARENT UNIVERSITY!

EMPOWERING HIGHLY MOTIVATED AND GIFTED SCHOLARS FOR THE 21ST CENTURY.
“Using a mastery model with the Utah State Standards in place, and employing a rigorous classical curriculum to master those standards, scholars will be free to take personal and academic risks to understand and challenge their own personal abilities.”

“Capstone will incorporate the use of standards-based grading. Measurement tools will be a combination of projects, collaborative participation, communication skills, and written assessment. All disciplines will require all elements in order for scholars to prove mastery.”

-Capstone Classical Academy Charter

*Disclaimer – Not ALL aspects of a European model can be transferred directly to an American Education System. We have selected those elements that can cross over the waters and Mastery Grading in the “Not Yet” theory is one of them.
What exactly are we grading?
Do we measure mastery of a skill set or mastery of content? Is there a way to measure both?
MASTERY OF SKILL

APPLIES TO ANY ENVIRONMENT, CONDITION, SITUATION – LIFE LONG LEARNED WILL APPLY SKILLS, NOT NECESSARILY CONTENT.

REMOVES “I WILL NEVER USE THIS, WHY DO I HAVE TO LEARN THIS” SCENARIO START WITH THE WHY

MASTERY OF CONTENT

POUNTED AND NARROW I.E. 75% ON A MATH TEST. WHAT DO I KNOW, WHAT DO I NOT KNOW? HOW DO I IMPROVE?
As America has consistently declined in the world scene as to our ranking, researchers have taken the time to study what other countries are doing and how they are grading.
Reform/Fad vs Powerful (Best) Practice

Reforms and fads have not proved profitable over the past 45 years of education. Fads come and go, progressivism, (look, see, say approach, etc.) Countries that are outranking US use powerful practices that have proven profitable over TIME.
Current structure in America:

Carnegie Units based on a 4.0 and contact TIME

Maine – State adoption of proficiency diploma (2014), and then scaled back due to universities.
The discussion revealed that college admissions officers are less concerned with grade percentages and more concerned that grades must always be based on clearly specific learning criteria. “Overwhelmingly, these admissions leaders indicate that students with proficiency-based transcripts will not be disadvantaged in the highly selective admissions process. Moreover, according to some admissions leaders, features of the proficiency-based transcript model shared with the group provide important information for institutions seeking not just high-performing academics, but engaged, lifelong learners.”
MASTERY GRADING – A TRANSFORMATIONAL APPROACH

Standards Based / Proficiency Based / Mastery Based / Competency Based / Outcome Based

• Made a debut with Common Core
• States jumped on board, and then bailed ship
• Utah (most) developed their own standards
• Utah institutions required to follow the Utah Standards
MASTERY MODEL

STANDARDS:
• ASSIGNMENTS (FORMATIVE)
• ASSESSMENTS (SUMMATIVE)
  • % Based
  • Red/Yellow/Green

TRADITIONAL MODEL

ASSIGNMENTS:
• POINTS BASED ASSESSMENTS:
  • POINTS BASED SYLLABUS CONNECTED POINTS CHASING
### MASTERY MODEL

**NO FAILURE (NOT YET THEORY):**
- (100%-90%) Mastery (A / 4.0)
- (89%-80%) Proficient (B / 3.0)
- (79%-70%) Approaching Proficient (C / 2.0)
- (69% <) Not Yet (NY / 1.0)

* AYP Required / Mandatory for GPA

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### TRADITIONAL MODEL

**TYPICAL GRADING**
- **A+** 100%-97%
- **A** 96%-93%
- **A-** 92%-90%
- **B+** 89%-87%
- **B** 86%-83%
- **B-** 82%-80%
- **C+** 79%-77%
- **C** 76%-73%
- **C-** 72%-70%
- **D-F** 69%<
### MASTERY MODEL

- Problem Based Curriculum: Determines Mastery
- Standards Based Syllabus
- No Room for Holes
- Loop Content Attached to a Standard

### TRADITIONAL MODEL

- Point Chasing Syllabus
- Holes in Credit/Skill Set
- Extra Assignments/Extra Credit
Example: ELA Literacy RL.0-10.1

“Cite strong and thorough external evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.”

Scholar earns a B on the paper.

How do we know that he/she can perform this skill?

Even with a rubric it tends to be subjective.
MASTERY GRADING – A TRANSFORMATIONAL APPROACH

Mastery Based – Skill Focused

1 – Needs No Support / Mastery
2 – Moderate Support / Near Mastery
3 – Extensive Support (Reteach) / Not Yet
Mastery allows for proficiency on skills, not composite grades.

Mastery allows for targeting of areas of improvement.

Scholar may write an excellent paper that shows mastery of this one skill, but hands it in three weeks late!

Separate the standards so that THAT particular scholar works on time management and does not over think the writing. That scholar needs to learn to work within a timeframe that is acceptable in order to manage in the real world. Grading on standards indicates exactly what the scholar needs – differentiation.
Many Universities are looking to accept Mastery Diplomas

WGU is leading the way in mastery grading at the university level

- Pass TASK/self-paced/blended/CS
- 2017 – 91,000 Students
**Mastery Grading – A Transformational Approach**

**Grades 7-12**

Determine the scores behind the bands in order to gain a GPA.

<table>
<thead>
<tr>
<th>Formal Deductive Logic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
</tr>
<tr>
<td><strong>Simple Apprehension</strong></td>
</tr>
<tr>
<td>L.1.D</td>
</tr>
<tr>
<td>L.1.V</td>
</tr>
<tr>
<td>L.1.E</td>
</tr>
<tr>
<td>L.2.V</td>
</tr>
<tr>
<td>L.3.V</td>
</tr>
<tr>
<td>L.3.T</td>
</tr>
<tr>
<td>L.3.S</td>
</tr>
</tbody>
</table>
Set proficiency at 80%, determine placing, average all of the standards taught during specific time, then average with the prior grading period due to the ability to improve those standards.
Mastery - Powerful Practice

• More than one time to master the standard.
• May take some scholars longer, but many assessments to measure that one standard.
  • Assignments and classwork are formative in nature.
  • Assessments are the measure of mastery (includes project work and extension activities)
## MASTERY GRADING – A TRANSFORMATIONAL APPROACH

Mastery Connect

| Subject | Class 1 | Class 2 | Class 3 | Class 4 | Class 5 | Class 6 | Class 7 | Class 8 | Class 9 | Class 10 | Class 11 | Class 12 | Class 13 | Class 14 | Class 15 | Class 16 | Class 17 | Class 18 | Class 19 | Class 20 | Class 21 | Class 22 | Class 23 | Class 24 | Class 25 | Class 26 | Class 27 | Class 28 | Class 29 | Class 30 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Math    | 85      | 90      | 88      | 92      | 91      | 89      | 90      | 88      | 90      | 89      | 91      | 89      | 90      | 88      | 90      | 89      | 90      | 89      | 90      | 88      | 90      | 89      | 90      | 88      | 90      | 89      | 90      | 88      | 90      |
| Science | 85      | 90      | 88      | 92      | 91      | 89      | 90      | 88      | 90      | 89      | 91      | 89      | 90      | 88      | 90      | 89      | 90      | 89      | 90      | 88      | 90      | 89      | 90      | 88      | 90      | 89      | 90      | 88      | 90      |
| English | 85      | 90      | 88      | 92      | 91      | 89      | 90      | 88      | 90      | 89      | 91      | 89      | 90      | 88      | 90      | 89      | 90      | 89      | 90      | 88      | 90      | 89      | 90      | 88      | 90      | 89      | 90      | 88      | 90      |
| History | 85      | 90      | 88      | 92      | 91      | 89      | 90      | 88      | 90      | 89      | 91      | 89      | 90      | 88      | 90      | 89      | 90      | 89      | 90      | 88      | 90      | 89      | 90      | 88      | 90      | 89      | 90      | 88      | 90      |
| Social Science | 85      | 90      | 88      | 92      | 91      | 89      | 90      | 88      | 90      | 89      | 91      | 89      | 90      | 88      | 90      | 89      | 90      | 89      | 90      | 88      | 90      | 89      | 90      | 88      | 90      | 89      | 90      | 88      | 90      |
| Art     | 85      | 90      | 88      | 92      | 91      | 89      | 90      | 88      | 90      | 89      | 91      | 89      | 90      | 88      | 90      | 89      | 90      | 89      | 90      | 88      | 90      | 89      | 90      | 88      | 90      | 89      | 90      | 88      | 90      |

Note: The table above represents a sample grading scale for various subjects across different classes. Each subject is graded on a scale from 85 to 92, with a perfect score of 100. The table is designed to illustrate the mastery grading approach, which focuses on understanding and application rather than memorization.
MASTERY GRADING – A TRANSFORMATIONAL APPROACH

Transformational Classical Model

- Classical Curriculum is base
- Linked to Utah Standards
- Linked to CCA Standards

Progress in the standards is averaged on Thursdays according to the assessments and then a grade is transferred to SIS/ASPIRE for scholars and parents to view. Scholars follow their progress on their own trackers at the Academy.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Mastered?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simple Apprehension</strong></td>
<td></td>
</tr>
<tr>
<td>L.1.D</td>
<td>Understand the definition, purpose, and two branches of logic</td>
</tr>
<tr>
<td>L.1.Y</td>
<td>Demonstrate familiarity with vocabulary used in formal traditional logic</td>
</tr>
<tr>
<td>L.1.F</td>
<td>Match mental acts with their corresponding verbal expressions</td>
</tr>
<tr>
<td>L.1.V</td>
<td>Demonstrate familiarity with vocabulary used in comprehension and extension</td>
</tr>
<tr>
<td>L.1.ii</td>
<td>Demonstrate familiarity with vocabulary used in signification and supposition</td>
</tr>
<tr>
<td>L.3.T</td>
<td>Differentiate between univocal, equivocal, and analoguous terms</td>
</tr>
<tr>
<td>L.3.S</td>
<td>Differentiate between material, logical, and real supposition</td>
</tr>
<tr>
<td><strong>Logical Propositions</strong></td>
<td></td>
</tr>
<tr>
<td>L.4.V</td>
<td>Demonstrate familiarity with vocabulary used in judgment and proposition</td>
</tr>
<tr>
<td>L.4.C</td>
<td>List and identify the three components of a proposition</td>
</tr>
<tr>
<td>L.5.P</td>
<td>Understand the four basic categorical propositions</td>
</tr>
<tr>
<td>L.5.I</td>
<td>Identify the quality and quantity of a given proposition</td>
</tr>
<tr>
<td>L.8.D</td>
<td>Demonstrate understanding of term distribution in each of the four basic categorical propositions</td>
</tr>
<tr>
<td>L.4.E</td>
<td>Create a visual representation of propositions using Euler’s diagrams</td>
</tr>
<tr>
<td><strong>Categorical Syllogisms</strong></td>
<td></td>
</tr>
<tr>
<td>L.10.T</td>
<td>Identify the three terms in a given syllogism</td>
</tr>
<tr>
<td>L.11.R</td>
<td>Demonstrate understanding of termological rules of validity</td>
</tr>
<tr>
<td>L.12.R</td>
<td>Demonstrate understanding of quantititative rules of validity</td>
</tr>
<tr>
<td>L.13.K</td>
<td>Demonstrate understanding of qualitative rules of validity</td>
</tr>
<tr>
<td>L.13.F</td>
<td>Evaluate a given categorical syllogism for validity and identify rules violated by it</td>
</tr>
<tr>
<td><strong>Propositional, Conditional, and Symbolic Logic (Extension)</strong></td>
<td></td>
</tr>
<tr>
<td>L.3.W</td>
<td>Create valid, invalid, sound, and unsound categorical syllogisms</td>
</tr>
</tbody>
</table>
MASTERY GRADING – A TRANSFORMATIONAL APPROACH

- Goal Setting/Reflection – Missing in traditional model.
- CCA – Second Semester set goals/share with parents.
- Weekly Communis – Review goals and path of execution.
THANK YOU FOR JOINING US!

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