

POLARIS

CHARTER ACADEMY

WHERE LEARNING HAS NO BOUNDARIES

Assessment at Polaris

At Polaris, we use STUDENT-ENGAGED ASSESSMENT practices, where assessment is done *with* students instead of *to* them. We engage our students in the assessment process in order to motivate them to lead their own learning; understand, track, and improve their learning; and exhibit academic courage.

The gist of student-engaged assessment is that students:

1: know where they're going	2: know what it looks like to hit the target	3: know where they are in relation to the target
through the use of...	through the use of...	through the use of...
quality learning targets, that are <ul style="list-style-type: none">♦ used to guide planning/instruction♦ on tasks/assessments & in classroom♦ unpacked & referred to	models, criteria lists, and rubrics that clearly show what it means to be beginning/developing/meeting/exceeding in relation to the learning targets	assessment and reflection <ul style="list-style-type: none">♦ ongoing assessment♦ quick turn-around of grades & feedback♦ analysis of data to monitor growth♦ reflect with criteria to set goals

Grading at Polaris

At Polaris, we use STANDARDS-BASED GRADING practices to communicate about student achievement toward well-defined learning targets, or standards. Student engagement is key to our grading process. Students are graded separately on character and academics.

GRADING CHARACTER

There are two types of character targets at Polaris, Points of Polaris and Habits of Work.

Points of Polaris are the foundation of character development at Polaris. They are the lens through which we grow our character to become ethical people and effective learners who contribute to a better world. The five Points are: Integrity, Compassion, Explorer, Critical Thinker, and Active Citizen.

Habits of Work targets are the academic behaviors that are tracked and reported within each academic subject area. They allow students to really focus on the "being an effective learner" part of character development and reflect on the relationship between their Habits of Work and academic progress in each subject area.

Character targets are graded on frequency, following this rubric:

Mastery Score	Description
4 = Exceeding	A student ALWAYS demonstrates the target.
3 = Meeting	A student CONSISTENTLY demonstrates the target.
2 = Developing	A student SOMETIMES demonstrates the target.
1 = Beginning	A student RARELY demonstrates the target, yet.

Schoolwide Habits of Work (HoW) Targets
I am present and participate appropriately in class.
I effectively manage my time and materials.
I persevere to create quality work.

GRADING ACADEMICS

Academic grades are aligned to national or state standards. Grades of 1, 2, 3, or 4 are earned depending on a student's level of mastery on each grade level standard. These numbers do NOT represent traditional letter grades.

Academics are graded on quality, not frequency, following this idea:

Mastery Score	Description
4 Exceeding	Exceeds the complexity named in the grade level standard Meets a higher grade-level standard
3 Meeting	Demonstrates the skill, knowledge, or reasoning described in the standard All criteria for "meets the standard" (in the rubric) is demonstrated
2 Developing	Demonstrates part of the skill, knowledge, or reasoning described in the standard Work demonstrates a substantive attempt to meet the standard
1 Beginning	Does not demonstrate the skill, knowledge, or reasoning described in the standard, yet Has not met the majority of the criteria for "meets the standard", yet

Specific criteria lists/rubrics are created for each standard. Reach out to your child's teacher(s) to find out more about the rubrics and criteria for each standard.