



**GIRLS  
GLOBAL  
ACADEMY**

## Grading Policy

A growth mindset is especially critical for high schoolers as work is more challenging and grades potentially have an impact on a student’s future. For students to engage in rigorous 21st century work, they must have the ability to persevere and work hard—to commit themselves to academic conscientiousness and complete their studies, even when presented with challenges. They must not say “I can’t do this” but instead, “I can’t do this *yet*.”

Girls Global Academy will adopt the International Baccalaureate grade descriptors. These are on a scale of 1-7 with a 3 or higher as a passing grade. The specific course descriptors for each individual course using the 1-7 grading scale can be found [here](#). The general grade descriptors for all courses are below for reference:

Grade	<b>General International Baccalaureate Descriptor for <u>every</u> course</b>
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills

	<p>are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding</p>
5	<p>The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of the audience and evidence of intercultural understanding.</p>
4	<p>The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding</p>
3	<p>The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of</p>

	intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

Below is a breakdown of the Girls Global grading policy. [Advisory](#) is graded and [Service-Learning](#) is “graded” through the number of service-hours a student earns per year. To learn more about the difference between formative and summative assessments and assessments in general, please click the link here: [Girls Global Assessments](#)

Formative Assessments	Summative Assessments
50% of the grade for a course Two formative assessments per week	50% of the grade for a course Four to five summative assessments each trimester
Formative Assessments include: <ul style="list-style-type: none"> <li>● Classwork &amp; Homework Assignments</li> <li>● Polls</li> <li>● Think~Pair~Share</li> <li>● Exit Tickets</li> <li>● Journals</li> <li>● SMART Starts</li> <li>● Diagrams/Illustrations</li> <li>● Summaries</li> <li>● What~How~Why</li> <li>● Temperature Check</li> </ul>	Summative Assessments include: <ul style="list-style-type: none"> <li>● Unit Exams/ Chapter tests</li> <li>● EOY assessment</li> <li>● Presentations</li> <li>● Essays</li> <li>● Research Projects</li> <li>● Socratic Seminars (only after there is pre-support and practice)</li> <li>● End Product Project</li> <li>● Rubric scoring for a final product</li> <li>● Website Development</li> <li>● Blogs</li> </ul>

<ul style="list-style-type: none"> <li>• Videos and Photos</li> <li>• Reflections</li> <li>• Responding to the Essential Question</li> <li>• Question &amp; Answer</li> </ul>	<ul style="list-style-type: none"> <li>• Podcasts</li> <li>• Debate/Mock trial (only after there is pre-work with support and practice)</li> <li>• Presidential tests - Physical assessments (Physical Education)</li> </ul>
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### **Make-up work**

Students with excused absences will be allowed to make up required work. They will need to make up the work within the same number of days as the length of the excused absence. **See our attendance policy about what constitutes an excused absence.**

### **Notification Requirements**

If a student is going to be absent, a note or email should be sent to the attendance email [attendance@girlsglobalacademy.org](mailto:attendance@girlsglobalacademy.org) including date(s) of absence, reason for absence, and a contact number to verify the absence. The note or email of absence must be submitted within 72 hours of the absence. *A phone call to the main office **does not** constitute verification of an excused absence. Verification must be in writing.*

A staff member from the operations team will email the appropriate staff members about the absence and carbon copy (cc) both the parent and student on the email.

The student should do the following to get their work:

- Check Google Classroom and review missed assignment(s)
- Contact your teacher(s) with any questions you may have
- Verify due date of the missed assignment(s)

### **What happens when work is submitted late?**

- Students will not receive full credit for late assignments
- Students should notify the teacher in advance if unable to submit an assignment on time
- The highest grade a student can receive on a late assignment is a 4.

### **Redo and Resubmission of Summative Assessments**

If a student earns a grade of 3 or below on a summative assessment, then the student has the option to redo and **resubmit the work after first reviewing the initial submission with the teacher to obtain feedback and support.** Students must resubmit the summative assessment on the new date provided by the teacher. All work

for a trimester must be resubmitted five (5) school days prior to the final day of school in order to give instructional staff ample time to review and grade the work. The goal is to keep the higher grade for the assessment.

### **Homework Policy**

Girls Global's overall philosophy on homework is derived from years of teaching practice in classrooms and from research about the benefits of homework. Our staff should ask themselves the following questions prior to assigning homework:

#### *From [Ditch that Homework](#):*

- Does it increase a student's love of learning?
- Does it significantly increase learning?
- Does it stimulate student's interest in the subject and make them want to delve deeper?
- Are students able to complete the assignment without help?
- Is it differentiated for ability and interest?
- If students didn't have to do it, would they want to do it anyway?
- Is the assignment fair to all students?

When homework is assigned, students should have the following:

- Ample opportunity to complete it.
- Explicit directions on what to do, how to do it, and why they are doing it.
- Explicit directions on when, how and where to submit it.

**Homework should take no more than 90 minutes per night.**

### **Assignment Recovery**

**Support Saturdays** run from 10:00 am-12:00 pm to support students in self-efficacy, skills-development, and overall grade point averages increase from student usage. Students are supported in small groups by Girls Global instructors to get caught up on work for which they may have fallen behind.

### **Credit Recovery**

Girls Global Academy offers summer school opportunities for students that need to extend their school year. The Summer Learning Credit Recovery School is a five week extended school year for students that need to recover core classes in order to be promoted to the next grade and boost cumulative grade point averages (GPA).

Summer Learning Credit Recovery School is for students who did not pass core

courses that are required for graduation.

**Attendance:** During the 5 week period, students may not miss more than two half days. High School classes require seat hours and missing classes means the student has not met the number of seat hours needed to recover the class.

**Credit Recovery Eligibility:** Students who have previously failed a credit-bearing course (final grade of a 2 or below) or receive a final grade of I this school year for courses that are being offered under Summer Extended Learning. Families of students who are recovering credit receive weekly updates on progress while in summer credit recovery and are invited to Google classroom to receive weekly summaries.

#### **Face to Face Program Location & Contact**

- Summer School Program Manager
- Girls Global Academy

#### **Online Asynchronous Location & Contact**

- Asynchronous Summer School Facilitator
- Girls Global Academy-Google Classroom

#### **Transfer Credit for Credit Recovery**

Girls Global Academy accepts credit recovery credits from students in grades 9 - 11 that did not earn a final passing grade. Students may take classes from a credit bearing institution including:

- Girls Global Academy Summer School
- District of Columbia Public School Summer School
- An accredited school that offers summer school

All Girls Global Academy students must enroll in an equivalent course from the Girls Global Academy course catalog and meet the graduation requirement. All students must receive prior approval from the Principal prior to enrolling in a course outside of Girls Global Academy Summer School. After a credit recovery course approval, students are responsible for enrolling in approved courses at approved institutions.

To earn credit recovery credits, a student must meet all of the requirements in a credit recovery course and earn a score of a 3 on the IB grading scale or a numeric equivalent of 60% or better.

All credit recovery grades will be reviewed for each individual by the administrative team and credit recovery courses that do not meet the requirements will not be accepted.

### Recovery Options

<b>Assignment</b> Recovery	<b>Credit</b> Recovery	<b>Accelerated</b> Learning
<b>Support Saturdays</b> support students in self-efficacy, skills-development, and overall grade point averages increase from student usage.	<b>Credit recovery</b> is for students that need to extend their school year. The Summer Learning Credit Recovery School is an extended school year for students that need to recover core classes in order to be promoted to the next gradeboost cumulative grade point averages (GPA). Our promotion policy explains what is required to be considered a 10th grade student.	<b>Asynchronous options</b> available for students who either want to get ahead and take an additional class or for students who are undercredited and need to recover multiple classes.