

Grading, Portfolios, Rubrics, Student Input

The Star Model (see figure 4) is a primary model for grading in these classes. Students complete their work and preserve copies of the finished quality work in electronic portfolios. These electronic portfolios contain copies of video and audio recordings and photographs or scanned images of paper-based products. Student input is part of the creation and development of rubrics designed to help them recognize quality in assignments. A software program called “Making the Grade” (Jay Klein Productions, 2008) tracks the multiple inputs for grades. Measurement of all assignments involves points or check-marks (for completion). Students who earn ninety percent mastery earn full points for an assignment. Assignments completed at higher than ninety percent mastery can earn more than one hundred percent of the points available. In addition, extra credit points are available for work contributed beyond the basic requirements for the class. Students can complete their work online (if they have signed learning passports) and in class and in school. Students complete tests and quizzes created on Quia.com online. The Quia server preserves record of completed tests.

Students start all classes with an “A” and maintain that “A” with quality work. Students have the entire quarter to complete their work at the quality standard. Progress grades (sent in the middle of the reporting period) merely indicate the number of completed areas to date. Points convert to grades for report cards. Final grades (sent at the end of the reporting periods) represent the quality scores of all completed and incomplete work. There is no averaging of grades or any competition for class standing. Everyone can and is encouraged to do the

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quality work for an “A.” The number of points earned over the course of the reporting period determine each grade.

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