Grade Level Change to Charter Amendment Request

Purpose

The *Grade Level Change to Charter Amendment Request* is used to increase or decrease the grade levels the charter holder is approved to serve and provides the charter holder the opportunity to request an increase in the enrollment cap (if needed) in one submission. This request must be submitted timely so that it may be processed within the timeframe provided in Rule and implemented before the beginning of a school year. If the school year has started or will start prior to the request being considered by the Board, an amendment request may not be submitted for implementation in the current fiscal year.

A change in grade levels served and/or an increase in enrollment cap are not effective until approved by the Board.

*Before submitting this request, **ensure the charter holder is in compliance per the Board's policy**. If a charter holder is not in compliance, the request may be deemed incomplete and the non-compliance may be recorded on the charter holder's operational dashboard.*

Determining Eligibility

To determine whether your charter is eligible to expand, a charter holder, its Associated Schools and Associated Charters (as applicable) must meet eligibility criteria based on its performance on the academic, financial, and operational dashboards. The criteria are found in the "Eligibility Criteria" The Guide.

An eligible charter holder may submit a request to **increase** the grade levels served for up to three fiscal years of anticipated grade levels and **increase** the enrollment cap for up to three fiscal years of projected student enrollment.

Any charter holder is eligible to submit a request to **decrease** the grade levels the charter holder is approved to serve.

Board Consideration

A substantively complete amendment request for a grade level change, or both a grade level change with enrollment cap increase, submitted by a charter holder that meets the eligibility criteria shall be placed on the agenda of a regular Board meeting. A finding that the charter holder is not in compliance in one or more operational areas may result in a delay in consideration of the request.

If a charter holder is eligible to submit a request, it must maintain eligibility prior to Board consideration. For information on maintaining eligibility review the section on "Eligibility Criteria" in The Guide. If the Board approves a request to increase enrollment cap of a charter contract and the *Occupancy Compliance Assurance and Understanding form* is submitted, the request to increase enrollment cap is approved with the condition that the charter holder agrees to provide a Certificate of Occupancy and Fire Marshal's reports approved for educational use, for the additional increase of students within the fiscal year requested. If the charter holder does not fulfill those requirements, the charter holder will have to resubmit an enrollment cap request to the Board for its approval.

Staff Recommendation

A *Grade Level Change to Charter Amendment Request* for an increase in grades served will receive a staff recommendation *for* the expansion if the charter holder's current data and performance demonstrates all of the following criteria.

Charter holder has been in operation for three years;
Rating of "Meets Operational Standard" in the most recent Fiscal Year;
Rating of "Meets Financial Performance Standard" in the most recent Fiscal Year;
Previous grade level cohort(s) is/are at capacity and/or could fill enrollment for new grade(s) requested;
ADM is within 85% of current enrollment cap; and
Each school operated by the Charter holder: Performs at or above the average performance of a majority of schools within a five-mile radius of the school's location or offers a unique program of instruction within a five-mile radius of its current location.   **AND**   Performs at or above the average performance of a majority of schools within a five-mile radius of the school's location or offers a unique program of instruction within a five-mile radius of the school's location.

If the request includes an increase in enrollment cap, the charter holder will receive a staff recommendation if its current data also demonstrates the following criterion:

Past enrollment trends indicate need for increase within three years.

Instructions for the Request

Work through the form, filling in all required fields and uploads (denoted by "*"). Follow the instructions for each upload field. Be sure to save your work, even if you aren't prepared to submit your form, so that you do not lose your data.

Form Fields

Field	Instructions
Current Grade Levels Served	Confirm that the *Current Grade Levels Served* accurately identifies the grade levels approved for the charter contract. If not, contact Board staff.
New Grade Levels Served*	Identify the grades to be served after approval of the request. This includes the current grades served, and the new grades that are requested.
Effective Date*	Enter the proposed first day of school for the new grade configuration and enrollment increase (if applicable).
Is an Enrollment Cap Increase being added to this request?*	Select a button. ☐No ☐Yes, an Enrollment Cap Increase is being requested.
From	Confirm that the *From* field accurately identifies the Enrollment Cap approved for the charter contract. If not, contact Board staff.
To*	Enter the Enrollment Cap being requested, ensuring it is supported by the documented capacity of the facility/facilities identified.

Attachments

For further information regarding specific documentation requirements, see The Guide *(Attachment Guidelines)* and the administrative and substantive completeness requirements following this section.

Curriculum Samples (Increase Only)

Until final state accountability letter grades are provided by the Arizona Department of Education, charters in which **all** schools have received a preliminary letter grade of "A" or "B" from the Arizona Department of Education for FY 2017 will not be required to submit curriculum samples.

Charters in which one or more schools **have not** received a preliminary letter grade of "A" or "B" from the Arizona Department of Education for FY 2017 will be required to provide a complete set of curriculum samples for each grade to be added.

Once final state accountability letter grades are provided, charters in which **all** schools have received an Overall Rating of "Exceeds Standard" or "Above Standard" will not be required to submit curriculum samples. Charters in which one or more schools **have not** received an Overall Rating of "Exceeds Standard" or "Above Standard" will be required to provide a complete set of curriculum samples for each grade to be added.

Upload curriculum samples for each grade level being requested, as described in the instructions on the Curriculum Sample Instructions and Template included in these instructions.

Board Minutes or Board Resolutions*

Board minutes or board resolutions approving or addressing the increase or decrease of grade levels and enrollment cap, if applicable.

Narrative* (Decrease Only)

Upload a narrative that responds to the following prompts:
- ☐ Describe the rationale for this request.

- ☐ Identify the number of students displaced by the decrease in grade levels.

- ☐ Describe the plan to communicate the decrease in grades to the school community.

- ☐ Describe the plan to provide displaced students assistance with the following:
  - Identifying other educational options; and
  - Enrolling in another school.

Narrative* (Increase Only)

Upload a narrative that responds to the following prompts:

- ☐ Describe the rationale for this request.

- ☐ Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the (administrative, instructional, and non-instructional) staffing, enrollment, and target population needs will be addressed by the following processes:
  - Recruitment;
  - Hiring; and
  - Training.

- ☐ If changes to staffing are not needed, provide an explanation.

☐   Provide a justification for the enrollment targets identified in each Enrollment Matrix submitted. Include:
- Plans for meeting each year's enrollment targets;
- Necessary advertising and/or promotion to meet the targets (if applicable);
- Number of returning students; and
- Anticipated new student enrollment.

☐   Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.

☐   (*Adding grades K–8*) Present clear criteria for promotion from one grade level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.

☐   (*Adding grades 9–12*) Describe the following:
- Course offerings;
- Process and criteria for awarding course credit;
- Policy on acceptance of transfer credit; and
- Graduation requirements that identify the number of credits in each content area and electives consistent with State requirements.

Occupancy Documentation* (Increase Only)

Occupancy documentation must be provided for both an increase in grade levels AND an increase in grade levels with an increase in the enrollment cap.

Existing Facilities

For the existing facilities, clearly label and provide the following documents in the upload area:
- A current Certificate of Occupancy, approved for educational use, **and**
- A current Fire Marshal's Inspection Report, approved for educational use.
- If the Certificate of Occupancy and/or Fire Marshal's Inspection Report do not list the capacity load of the existing school facilities, provide additional documentation (e.g. floor plans with classroom square footage, architectural drawings clearly indicating internal building dimensions) to document capacity. Hand-drawn images will not be accepted.

New Construction

For new construction, clearly label and provide the following documents in the upload area:
- A current Certificate of Occupancy, approved for educational use, **and**
- A current Fire Marshal's Inspection Report, approved for educational use.
- If a Certificate of Occupancy and Fire Marshal's Inspection Report are not available for the new construction at the time of submission, an *Occupancy Compliance Assurance and Understanding* form, signed by a charter representative, may be submitted in its place.
- If the Certificate of Occupancy and/or Fire Marshal's Inspection Report are not available **or** do not list the capacity load for the new construction, provide additional documentation (e.g. floor plans with classroom square footage, architectural drawings clearly indicating internal building dimensions) to document capacity. Hand-drawn images will not be accepted.
- An *Agricultural Land Regulation Assurance and Understanding* form signed by a charter representative.

Additional Information (Increase Only)

Upload each of the following documents:

- Enrollment Matrix
    - Complete for **each school** operated by the charter, detailing the current and targeted number of students served per grade for the subsequent three Fiscal Years.
- Staffing Chart
    - Complete for **each school** operated by the charter, identifying the current and anticipated staffing information for the subsequent three Fiscal Years.
- Financial Documentation (Only for charter holders that **do not meet** the Board's financial performance expectations)—as described in Appendix B of the [Financial Performance Framework Guidance](#) (FPFG):
    - Upload the financial performance response as described in Appendix C of the FPFG.

Administrative Completeness Review

An administratively complete request includes the following (as applicable):

☐ Curriculum Samples for each additional grade level the charter holder is requesting. See Curriculum Sample Instructions and Template included in these instructions.

☐ Board Minutes or Board Resolutions that provide evidence that the:
- Grade level change and increase in the enrollment cap (if applicable) has been approved or addressed by the charter holder (approving board);
- Approving board aligns with what is currently on file with ASBCS; and
- Board minutes comply with Open Meeting Law (if applicable); or
- Board resolution if the approving board is not subject to Open Meeting Law.

☐ Occupancy Documentation for the existing school facilities if increasing grade levels and, if applicable, the enrollment cap:
- Current Certificate of Occupancy **and** current Fire Marshal's Inspection Report, both approved for educational use.
- If the Certificate of Occupancy and/or Fire Marshal's Inspection Report do not list the capacity load, provide additional documentation. Hand-drawn images will not be accepted.

☐ Occupancy Documentation for new construction if increasing grade levels and, if applicable, the enrollment cap:
- Current Certificate of Occupancy **and** current Fire Marshal's Inspection Report, both approved for educational use;
  OR
- Completed *Occupancy Compliance Assurance and Understanding* form that is signed and dated by the charter representative.
- If the Certificate of Occupancy and/or Fire Marshal's Inspection Report do not list the capacity load, provide additional documentation. *Hand-drawn images will not be accepted.*
- An *Agricultural Land Regulation Assurance and Understanding* form signed by a charter representative.

☐ Narrative, addressing all prompts.

☐ Completed Enrollment Matrix for each school operated by the charter holder.

☐ Completed Staffing Chart for each school operated by the charter holder.

☐ Financial Performance Response.

☐ All required forms are submitted on the approved ASBCS template.

Substantive Completeness Review

The following checklist will be used to determine substantive completeness for this request. Each criterion (if applicable) will either be deemed acceptable or not acceptable.

Evaluation	Criteria
Board Minutes	☐ Board minutes indicate that the request has been approved and is consistent with the submitted form.
Occupancy Documentation (for both an increase in grade levels AND an increase in grade levels with an increase in the enrollment cap)	☐ Certificate of Occupancy; and Fire Marshal's Inspection Report are current for: Existing school facilities and New construction (if applicable). ☐ If neither displays occupancy, additional documentation demonstrates capacity that is in alignment with the charter holder's current and proposed enrollment cap increase. ☐ Additional documentation shows how the space is sufficient for the number of students requested.
Rationale (Narrative)	Description includes: ☐ Rationale for increase or decrease in grade levels; ☐ Rationale for increase in enrollment cap; and ☐ Rationale is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.
Staffing Chart (Increase Only)	☐ Staffing Chart(s) identify the current and anticipated staffing information for the subsequent three Fiscal years. ☐ Staffing Chart(s) include a leadership section for the school(s) operated by the charter holder. ☐ Staffing Chart(s) are consistent with information contained in all applicable narrative prompt responses and accompanying attachments.
Staffing Plan (Narrative – Increase Only)	☐ Plan describes the charter's staffing, enrollment and target population needs. ☐ Plan addresses the processes for the needs identified in: ☐ Recruitment; ☐ Hiring; and ☐ Training. ☐ If no changes to staffing, the plan describes why there are no needed changes. ☐ Staffing Plan is consistent with the information contained in all applicable narrative prompt responses and accompanying attachments.
Enrollment Matrix (Increase Only)	☐ A completed Enrollment Matrix for the current and subsequent three Fiscal Years for each school operated by the charter holder, detailing the current and targeted number of students per grade level served. ☐ Each Enrollment Matrix is consistent with information contained in all applicable narrative prompts and accompanying attachments.

Enrollment Justification (Narrative – Increase Only)	A justification for the enrollment targets identified in each Enrollment Matrix includes: Description includes: ☐ A plan for meeting each year's enrollment targets; ☐ Necessary advertising and/or promotion to meet the targets; ☐ Number of returning students; and ☐ Anticipated new student enrollment. ☐ Enrollment Justification is consistent with information contained in all applicable narrative prompts and accompanying attachments.
Resources (Narrative – Increase Only)	Concrete resources are identified for the following areas: ☐ Curriculum; and/or ☐ Assessment; and/or ☐ Instruction. ☐ Rationale includes why these resources are needed, or why additional resources are not needed to implement the request. ☐ Identified resources are consistent with information contained in all applicable narrative prompts and accompanying attachments.
Clear Criteria for Promotion (Narrative– Adding grades K–8)	☐ Clear criteria for promotion from one grade level to the next. ☐ Level of proficiency students must obtain to demonstrate mastery of academic core content.
Courses (Narrative – Adding grades 9–12)	Narrative describes the following: ☐ Course Offerings; ☐ Process and criteria for awarding course credit; ☐ Policy on acceptance of transfer credit; and ☐ Graduation requirements that identify the number of credits in each content area and electives consistent with State requirements.
Student Displacement (Narrative – Decrease Only)	☐ Narrative identifies the number of students displaced by the decrease in grade levels.
Communication Plan (Narrative – Decrease Only)	☐ Narrative includes a description of the charter holder's plan to communicate the decrease in grade levels to the school community.
Assistance for Displaced Students (Narrative – Decrease Only)	Narrative includes a description of how the charter holder will assist displaced students with the following: ☐ Identifying other options; and ☐ Enrolling in another school.
Curriculum Samples (Increase Only)	See Criteria for Substantive Completeness in the Curriculum Sample Instructions and Template included in these instructions.
Financial Documentation – Increase Only	☐ Financial Performance Response that addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a "Does Not Meet Standard".

Curriculum Sample Instructions and Template

Who needs to use this form?
Charter holders with one or more schools that did not receive an Overall Rating of "Exceeds Standard" or "Above Standard" for the most recent fiscal year in which State achievement profiles are available.

Why?
Curriculum samples provide a representation of a program of instruction aligned to Arizona's College and Career Ready Standards and to the methods of instruction described in the charter contract, and as amended. The curriculum samples allow the charter holder to demonstrate its capacity to develop a curriculum aligned to these standards and designed to improve pupil academic achievement.

Directions

For each grade level being added, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample. If requesting 4th and/or 8th grade, provide a Science curriculum sample.

How many pages can a curriculum sample have?
Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8-page limitation (or 12-page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, and scoring information included for review.

Which standards may be used?
Each curriculum sample must address at least one standard from a content area (Reading, Writing, Math, or Science) for the grade level requested. If more than one standard is addressed in a curriculum sample, indicate one standard that is instructed and assessed to mastery to be **the focus of review** by putting **(M)** before the standard number.

> **Reading**—Each Reading/ELA curriculum sample must identify as the focus of review one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10.

> **Writing**—Each Writing/ELA curriculum sample must identify as the focus of review one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**).

> **Mathematics**—Each Mathematics curriculum sample must identify one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the charter holder will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).

> **Science**—A Science curriculum sample must be submitted for charters requesting addition of 4th and/or 8th grade. Each Science curriculum sample must identify one performance objective (PO) from a Science strand (Strands 3–6 only). Strands 1 and 2 (Inquiry Process and History and Nature of Science) may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities.

What about standards with several components?

Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the standard identified for review, with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Certain standards include multiple components that describe an amount of content and/or skill knowledge that might be difficult to fully address within the page limitations described above.

If the standard has **two or fewer components** identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the **complete** standard including the **overall broad standard description** (<u>double underlined</u> below) and **all components**.

(M) 3.NF.2: <u>diagram.</u>	<u>Understand a fraction as a number on the number line; represent fractions on a number line</u>	
	a.	Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.
	b.	Represent the fraction *a/b* on a number line by marking off a lengths 1/*b* from 0. Recognize the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line.

If the standard includes **more than two components** identified by lower-case letter (e.g. 4.W.1 below), the charter holder is required to address the **overall broad standard description** (<u>double underlined</u> below) and **not fewer than two components** (e.g. 4.W.1, b. and d., <u>underlined</u> below). The components identified for review must address grade-level rigor (see **What is rigor?** below).

(M) 4.W.1 <u>information.</u>	<u>Write opinion pieces on topics or texts, supporting a point of view with reasons and</u>	
	a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	b.	<u>**(M)** Provide reasons that are supported by facts and details.</u>
	c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	d.	<u>**(M)** Provide a concluding statement or section related to the opinion presented.</u>

What is rigor?

For the **Reading and Writing** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by Arizona's College and Career Ready Standards that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level.

For the **Mathematics** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by Arizona's College and Career Ready Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the standard description.

Administrative Completeness Checklist

An administratively complete curriculum sample includes the following:

☐	Page Limits • Each curriculum sample must be no more than **8 pages total**. The page limit increases to 12 pages total when combining Reading and Writing into one integrated ELA curriculum sample.
☐	Template • The attached Curriculum Sample Template must be used for all curriculum sample submissions.
☐	Fonts • Fonts must be no less than **10-point**.
☐	Grade Level • The curriculum sample must identify the grade level of that sample.
☐	Content Area • The curriculum sample must identify the content area of that sample.
☐	Course Title (if requesting any grade(s) between 9–12) • The course title must be provided.
☐	Alignment to Program of Instruction • Describe how the instructional methods found in the lesson(s) align to the Program of Instruction described in the charter contract and as amended.
☐	Standard identified to be the focus of review • Include Standard number. • If lesson(s) address(es) more than one standard or standard includes multiple components, refer to **What standards may be used?** or **What about standards with several components**? above. • The focus of review is designated with the bolded **(M)**. • **Reading**: one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10. • **Writing**: one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**). • **Mathematics**: one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the charter holder will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content). • **Science:** one performance objective (PO) from a Science strand (Strands 3–6 only)
☐	Full description of standard identified as the focus of review
☐	List of Materials and Resources required
☐	Description of Instructional Strategies and Student Activities by lesson
☐	A minimum of three Summative Assessment Items for each of the following content areas—Reading, Writing, Mathematics, and Science (if applicable)
☐	The answer key or scoring rubric (whichever applicable) for each Summative Assessment Item including point values and how points will be awarded
☐	An acceptable score indicating mastery of the standard for review

Substantive Completeness Checklist

A substantively complete curriculum sample template will do the following:

☐	Instructional Strategies • Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined in the standard identified as the focus of review.
☐	Student Activities • Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor, defined in the standard identified as the focus of review.
☐	Summative Assessment Items • Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice.
☐	Summative Assessment Items • Provide at least three Summative Assessment Items for each content area—Reading, Writing, Mathematics, and Science (if applicable) • Answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that taken together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. • Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.
☐	Program of Instruction • Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with Program of Instruction outlined in the charter contract and as amended.

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

Grade Level		Content Area	
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.*			
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area,* **one is clearly identified as the focus of review** *by having **(M)** before the standard number.*			
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*			

Lesson (add as needed)	Instructional Strategies—*Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.*	Student Activities—*Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.* *Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.*
1		
2		
3		
4		
S.A.	*Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.*	

Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.