

# Fridley High School

## Parent Guide to Grading and Reporting



### What is standards-based (criterion-related) grading?

- Standards-based (criterion-related) grading:
- Measures student learning against predetermined standards and objectives
  - Teachers work collaboratively to design rigorous assessments that align the content of state/national standards with IB objectives.
  - Based on evidence collected through a variety of learning experiences
  - Measures learning over time with a focus on growth
  - Separates academic and non-academic factors
  - Supports learning by allowing for reassessment



[www.ibo.org](http://www.ibo.org)  
<http://education.state.mn.us/MDE/dse/stds>

### Why standards-based (criterion-related) grading?

- ACCURATE** reporting of learning
- CLEAR** and **CONSISTENT** expectations for students
- MEANINGFUL** reporting identifying strengths and areas for growth
- SUPPORTIVE** of learning through reassessment
- ALIGNMENT** of assessment and reporting practices in Fridley Public Schools



### What is the Academic Achievement Grading Scale?

In standards-based (criterion-related) grading, student work is scored on an equal-interval scale. Fridley High School will use a 0 – 8 scale for all major assessments in all classes.



For each assessment, students will receive a rubric that contains a description of each level of performance. This rubric will clearly define the expectations for that assessment. Some assessments will evaluate students on more than one criterion. In that case, students will receive a separate score for each criterion.

### Will there be a letter grade?

YES—there will be a letter grade. At the end of the term, criteria scores will be converted to a letter grade. Students must show evidence of learning in all criteria for each subject.

8	Excelling	A
7		A
6	Mastering	B+
5		B
4	Progressing	C+
3		C
2	Beginning	D+
1		D
0	No Evidence	F

Detailed feedback about student progress will be available through progress reports, parent portal, and conferences.

### What are approaches to learning skills?

**Approaches to learning skills** are skills that support learning in all subject areas:

*Participation Collaboration Persistence Research skills  
 Organization Thinking skills Attitude Communication skills  
 Mindfulness Prepared for class Self-management*

- Receiving feedback with respect to these skills is important.
- However, including these skills in the academic score may affect the accuracy of that score—the academic score will reflect only the progress toward mastery of standards and objectives.
- Therefore, **Approaches to Learning Skills** will be reported separately on the report card using the following scale:

Exceeds Expectations  
Meets Expectations  
Partially Meets Expectations  
Does Not Meet Expectations

*How do I learn?*

What will the report card look like?	How can I improve my score?																														
<table border="1"> <thead> <tr> <th colspan="3">Physical Education 10</th> </tr> <tr> <th>Academic Achievement</th> <th>S1</th> <th>S2</th> </tr> </thead> <tbody> <tr> <td><b>Criterion A:</b> Knowing and understanding</td> <td>5</td> <td>6</td> </tr> <tr> <td><b>Criterion B:</b> Planning and performance</td> <td>4</td> <td>5</td> </tr> <tr> <td><b>Criterion C:</b> Applying and performing</td> <td>4</td> <td>5</td> </tr> <tr> <td><b>Criterion D:</b> Reflecting and improving performance</td> <td>6</td> <td>8</td> </tr> <tr> <td><b>END OF TERM GRADE</b></td> <td><b>B</b></td> <td><b>B+</b></td> </tr> <tr> <th colspan="3">Approaches to Learning Skills</th> </tr> <tr> <td>Self-management</td> <td>P</td> <td>M</td> </tr> <tr> <td><b>COMMENTS:</b></td> <td></td> <td></td> </tr> </tbody> </table>	Physical Education 10			Academic Achievement	S1	S2	<b>Criterion A:</b> Knowing and understanding	5	6	<b>Criterion B:</b> Planning and performance	4	5	<b>Criterion C:</b> Applying and performing	4	5	<b>Criterion D:</b> Reflecting and improving performance	6	8	<b>END OF TERM GRADE</b>	<b>B</b>	<b>B+</b>	Approaches to Learning Skills			Self-management	P	M	<b>COMMENTS:</b>			<p>The goal for each course is to ensure that students master the essential learning. Any effort to raise a student's score will be aligned with that same goal. A key component of standards-based assessment is the <b>opportunity to reassess</b>. Since a test or project is a snapshot in time and can be impacted by many factors, students will be given additional opportunities to demonstrate their learning.</p> <ul style="list-style-type: none"> <li>Students should meet with their teacher to create a plan to relearn the material and establish a time to reassess.</li> <li>If a student demonstrates a higher level of mastery, the new score will replace the old score.</li> <li>The score is based on the most recent evidence.</li> <li>Since the goal is to improve mastery of the content or skills, extra credit is not used in evaluation of the learning.</li> <li>A general guideline is that all reassessments should be completed within two weeks after the end of the unit.</li> </ul> <div data-bbox="938 863 1414 1192" data-label="Diagram"> </div>
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<h3>What about homework?</h3> <ul style="list-style-type: none"> <li>homework is considered to be “practice”.</li> <li>“practice” helps to develop knowledge, understanding and skills leading to academic success.</li> <li>“practice” work is considered evidence of growth and will be considered when assigning scores for the report card.</li> <li>the focus is on growth and the most recent, consistent evidence.</li> <li>takes into consideration that all students do not learn at the same rate and should not be penalized for requiring additional time.</li> </ul>																															
<h3>What about incompletes?</h3> <ul style="list-style-type: none"> <li>This grade is temporarily awarded at the end of a semester in the event that a student has not completed the required work for the class as a result of extenuating circumstances (illness, family emergency, funeral, etc.)</li> <li>Truancy, vacation, or failure to complete work on time are not considered extenuating circumstances.</li> <li>If a student receives an “I” at the end of a semester, they will have two weeks to submit missing work for consideration. After two weeks, the “I” will be converted to the appropriate score based on the work submitted.</li> </ul>	<h3>How is course credit determined?</h3> <ul style="list-style-type: none"> <li>At each semester reporting period, students will receive a final score for each criterion.</li> <li>Students must demonstrate evidence of understanding in <b>all objective categories</b>.</li> <li>Students must assess <b>and</b> earn a <b>score in each criterion</b> during a term in order to earn course credit.</li> </ul>																														

**QUESTIONS?**

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*The Success of Every Student Matters*



For additional information about grading and reporting:  
[www.fridley.k12.mn.us](http://www.fridley.k12.mn.us)