

Fridley Middle School

Parent Guide to Grading and Reporting



What is standards-based assessment? (MYP Criterion-related)

Standards-based (criterion-related) assessment:

- focuses on student learning and demonstration of skills related to standards and objectives
- based on evidence collected through a variety of learning experiences throughout the course
- provides a clear and accurate picture of learning
- encourages conversations about continued growth over time
- allows additional opportunities to demonstrate their learning

What are the benefits?

Accurate: Scores are based solely on academic factors.

Consistent: Clear expectations are established through IB objectives and state or national standards.

Meaningful: Scores communicate learning and identify areas of strength and growth.

Supportive of Learning: Reassessment allows new levels of learning to be reported when improvement occurs.

What standards will be used?

IB MYP Objectives

- Each subject area uses four objectives to describe the conceptual learning expectations and skill development.
- Published rubrics, adjusted for each grade level, are used to evaluate each objective

www.ibo.org

State or National Standards

- Minnesota state standards and benchmarks (or national standards for some subjects) are aligned with curriculum and assessment.
- Teachers work collaboratively to design rigorous assessments that align the content of state/national standards with the IB Middle Years Programme objectives/criteria for each of the subject areas.

<http://education.state.mn.us/MDE/dse/stds>

What grading scales will be used?

Academic Achievement

Academic Achievement is reported using an equal interval scale of 0 – 8 and reflects mastery of objectives and standards.

Rubrics

8	Excelling
7	
6	Mastering
5	
4	Progressing
3	
2	Beginning
1	
0	No evidence

Approaches to Learning Skills

Approaches to Learning Skills are skills such as effort, attitude, participation, behavior, organization, time management, and collaboration. Feedback on these skills is important to students, teachers and parents. These skills are:

important skills that **support learning in all classes**

reported separately from academic achievement to ensure accurate reporting of learning

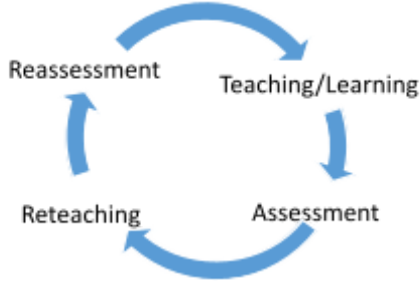
reported using a scale of **E, M, P, and D.**

What does the report card look like?

Report Card Example:

Physical Education 8		
Academic Achievement (What am I learning?)	S1	S2
Criterion A: Knowing and understanding	5	6
Criterion B: Planning and performance	4	5
Criterion C: Applying and performing	4	5
Criterion D: Reflecting and improving performance	6	8
Approaches to Learning Skills (How do I learn?)		
Self-management	P	M
Collaboration	M	E
COMMENTS:		

E	Exceeds Expectations
M	Meets Expectations
P	Partially Meets Expectations
D	Does not Meet Expectations

How will I be informed about my student's progress?	
Formal Reporting	Continuous Reporting
Report Cards: <ul style="list-style-type: none"> Report cards will be mailed home at the end of each semester .Semester reporting allows reporting to reflect learning over time. 	<ul style="list-style-type: none"> Teachers will issue periodic progress reports throughout each semester. Progress will be shared at conferences. Parents/guardians may check progress anytime through a parent portal account.
Will there be an overall score?	How can I improve my score?
<ul style="list-style-type: none"> There will be no overall score for each course. Separate scores for each objective and approaches to learning skill provides more accurate and specific feedback about learning. 	<ul style="list-style-type: none"> The goal for each course is to ensure that students master the essential learning. Any effort to raise a student's score must be aligned with that same goal. A key component of standards-based (criterion-related) assessment is the opportunity to reassess. Teachers will provide additional opportunities for students to demonstrate their learning. Students must take responsibility to meet with their teacher to create a plan to relearn the material and establish a time to reassess.
What about homework? (Practice)	
<p>In a standards-based (criterion-related) reporting system:</p> <ul style="list-style-type: none"> homework is considered to be "practice". "practice" helps to develop knowledge, understanding and skills leading to academic success. "practice" work is considered evidence of growth and will be considered when assigning scores for the report card. the focus is on growth, with teachers determining a score with emphasis on the most recent evidence. takes into consideration that all students do not learn at the same rate—some need more practice than others and should not be penalized for requiring additional time. 	 <pre> graph TD Reassessment --> TeachingLearning[Teaching/Learning] TeachingLearning --> Assessment Assessment --> Reteaching Reteaching --> Reassessment </pre> <ul style="list-style-type: none"> If a student demonstrates a higher level of mastery, the new score will replace the old score. Extra credit is not used in evaluation of the learning
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #4a86e8; color: white; padding: 5px; border-radius: 10px; text-align: center;">Academic Achievement</div> <div style="background-color: #4a86e8; color: white; padding: 5px; border-radius: 10px; text-align: center;">Practice</div> <div style="background-color: #4a86e8; color: white; padding: 5px; border-radius: 10px; text-align: center;">Approaches to Learning</div> </div>	

QUESTIONS?

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Everybody Learns Every Day