

Standards Referenced Reporting, Grading, and Progress Reports

Philosophy

Standards Referenced Grading Standards Referenced practices are used to produce proficiency scores for students, which prioritize fairness, student growth, and accurate assessment of student learning. Standards Referenced Grading centers on providing students with multiple opportunities to demonstrate their understanding and mastery of District Prioritized Standards.

Grades and progress reports shall accurately communicate a learner's demonstrated level of proficiency on District Prioritized Standards. Grading practices shall be standards referenced, equitable, consistent across classrooms, schools, and grade levels, and designed to provide meaningful feedback that supports continued learning and growth.

Purpose of Proficiency Scores

The purpose of Proficiency Scores is to gain a more comprehensive view of a student's progress over time, identifying their strengths and areas for improvement. It calls for a supportive learning environment that motivates students to actively engage in their education. It empowers students, educators and parents to take an active role in student learning.

Grades shall reflect what students know and are able to do in relation to District Prioritized Standards. Academic achievement shall be reported separately from learner behaviors.

K-12 Grades

Fargo Public uses an evidence-based grading system. A consistent district-approved 4-point scale is used. Academic achievement is reported separately from behaviors. Grades are based on a body of summative evidence collected throughout the semester that reflects a student's demonstrated proficiency on District Prioritized Standards Evidence shall be organized and reported in relation to District Prioritized Standards. In credit-bearing courses, proficiency scores are converted to a semester grade in accordance with district grading procedures. Students have multiple opportunities to demonstrate proficiency.

Students may improve their demonstrated level of proficiency through reassessment opportunities embedded within the course and established through common Professional Learning Community (PLC+) expectations. Grades shall represent academic achievement and shall not be reduced or inflated because of learner behaviors, attendance, participation, effort, or other non-academic factors. These attributes shall be reported separately. Accommodations, modifications, and extended learning opportunities are provided for exceptional learners.

Levels of Learning

4	3	2	1	0
Advanced: Meets	Proficient:	Approaching	Novice: Limited	Not Yet:

the standard(s) and demonstrates deeper, more complex understanding	Meets the standard(s)	Proficient: Partial understanding of standard(s)	evidence of meeting standard(s)	Does not meet the standard(s)
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Secondary Grade Determination

The district-approved student information system shall be used to record and communicate grading and reporting information. Student proficiency shall be communicated in relation to District Prioritized Standards.

The semester grade shall be determined by averaging summative assessment scores collected throughout the semester. All graded summative evidence entered into the gradebook shall contribute to the final semester grade.

The importance of a District Prioritized Standard will be reflected through the number of assessments rather than through mathematical weighting.

Secondary Semester Letter Grade	Summative Score Average
A	2.81 - 4.0
B	2.51 - 2.8
C	1.71 - 2.5
D	1.51 - 1.7
F	0 – 1.5
Important Note: PLC teams may identify certain assessments as non-negotiable pieces of evidence which need to be completed.	

Practice is intended to support learning and lead to summative evidence, not serve as a standalone measure of proficiency. The inclusion of practice cannot be punitive.

Incomplete: Incompletes will be entered as an 'I' in the gradebook. An 'I' can be entered for individual assessments and the course.

Override: Educators may override a final score and should consider the following:

- Recency of summative scores
- Formative assessment scores - formative activities will not contribute to a summative score but may influence the professional judgment of an educator at the end of a grading period.
- Standards which spiral

Reassessment: Opportunities to Improve Learning

Students may improve their grades through reassessment opportunities embedded in the course within established timelines. Teachers may require certain practice to be completed prior to reassessing. Educators will determine common timeframes and expectations of reassessment opportunities for each course through their PLC work. Instructors will develop and embed intervention and reteaching to implement following formative assessment practices. Extenuating circumstances may exist which will be decided collaboratively by the administration and educator.

Elementary Approach to Learning

At the elementary level, schools shall provide feedback regarding students' Approach to Learning using the following indicators:

- C – Consistently demonstrates this skill.
- I – Inconsistently demonstrates this skill.
- R – Rarely demonstrates this skill; academic progress is affected.

Secondary Respect and Responsibility

At the secondary level, schools shall provide regular feedback regarding student demonstration of Respect and Responsibility, according to building-established procedures. These learner attributes shall be reported using the following performance levels:

- Engaged
- Compliant
- Disengaged

These ratings are intended to communicate student behaviors and learner attributes and shall not be included in the calculation of a student's semester or final course grade. The reporting process and performance levels shall be consistent across all middle and high schools.

Transcript

Transcripts will display both unweighted and weighted Grade Point Averages (GPA). GPA will be determined by dividing the total number of grade points earned by the number of credit hours included on the transcript.

Course Grade	Unweighted Grade Points	Weighted* Grade Points
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D or P	1.0	1.0
F	0.0	0.0

* Weighted grade points will be applied for courses with consistently verified, elevated national curricula (e.g., Advanced Placement® Courses).

Class Ranking

The Fargo Public Schools reports two official ranks: unweighted and weighted. Each high school will determine a class rank based on cumulative GPA for all high school students at the end of each semester. Classes designated as S/U are not included in either rank.

Any two or more students who have identical cumulative GPAs shall be given the same rank. Subsequent students rank is determined by the number of students who have a higher GPA.

See examples below:

Unweighted GPA			Weighted GPA		
<u>Student Name</u>	<u>GPA</u>	<u>Rank</u>	<u>Student Name</u>	<u>GPA</u>	<u>Rank</u>
Student One	4.00	1 of 350	Student One	5.00	1 of 350
Student Two	3.98	2 of 350	Student Two	4.98	2 of 350
Student Three	3.95	3 of 350	Student Three	4.98	2 of 350
Student Four	3.95	3 of 350	Student Four	4.94	4 of 350
Student Five	3.91	5 of 350	Student Five	4.90	5 of 350

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