

High School Grading and Assessment Update

Jeff Finstad, Principal

9/18/17

What changes are we making?

We've moved from 45 grading scales to 2: one traditional, and one standards-based:

Traditional Grading Scale (similar to UW-Madison grading system)

Grade	Percentage
A	92.5-100%
A/B	87.5-92.4%
B	82.5-87.4%
B/C	77.5-82.4%
C	72.5-77.4%
C/D	67.5-72.4%
D	60%-67.4%
F	Below 60%

Why are we making these changes?

Eliminated A+ because:

- The differences between and A+ and an A was at times arbitrary and inconsistent from classroom to classroom
- It changes the focus from earning a grade to learning the concepts and skills
- A+ is only used for determining class rank and this flies in the face of the strategy to eliminate comparing students
- Colleges recalculate GPA's in a standard 4 point scale; therefore, they already eliminate the A+

We eliminated + and - grades because the difference was typically insignificant

- An arbitrary point value on a question or grading scale was ultimately the deciding factor
- This eliminates the push for earning points and allows the focus to be on the current level of understanding or achievement

This scale aligns with many college-style grading scales

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4 Point Standards-based Scale

Score	Grade	Definition	
4	A	Student consistently demonstrates in-depth understanding of complex concepts and the ability to apply academic knowledge and skills drawn from course standards in extended or new contexts .	
3.5	A/B		
3	B	Student consistently demonstrates understanding of core concepts and the ability to apply academic knowledge and skills drawn from course standards in familiar contexts .	
2.5	B/C		
2	C	Student demonstrates no major errors regarding the fundamental concepts, skills, and processes . This level serves as the foundation for attaining higher level learning.	
1.5	C/D		
1	D	Student demonstrates partial understanding of core concepts , but demonstrates gaps in application and skill of knowledge and standards . This level serves as the minimal amount of understanding to be successful at the next level.	
0	F	Student does not demonstrate evidence of understanding.	

Each teacher has communicated which scale they are using.

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Grading for learning strategies:

1. Only include achievement in the final grade
2. Seek only evidence that more work has resulted in higher level of achievement
3. Provide clear descriptions of what students should know and be able to do
4. Will not compare students to each other
5. Use only quality assessments based on expectations
6. Include students in the grading process

Conduct and effort (separate grade):

1. Prompt and Prepared
2. Polite and Positive
3. Persistent and Productive

What if I have questions:

Ask your student for details
They will have the syllabus
Contact a teacher for clarification
Contact a counselor
Contact an administrator