



Mission Statement: Mounds View's grading values and beliefs are that grades will be:

- **Bias-Resistant:** Grades should be based on valid evidence of a student's content knowledge, not on evidence or behavior that is based on a teacher's implicit bias or reflects a student's environment.
- **Motivational:** Grades should motivate students to achieve academic success, support a growth mindset, and give students opportunities for relearning.
- **Accurate:** Grades must be easy to understand and correctly describe a student's level of academic performance.

(adapted from the book *Grading for Equity* by Joe Feldman)

Student Learning & Assessment

Teachers will:

- have common assessments across courses (jobalikes) that provide a variety of ways for students to demonstrate their knowledge.
- have unit goals that align with assessments and priority standards.
- establish and communicate levels of learning (mastery, proficiency) based on these unit goals to create varied assessments.
- explain expectations around levels of learning throughout the unit in student-friendly language.
- provide feedback throughout the semester.

Students will:

- be able to clearly articulate learning targets and assessment expectations as explained by their teacher.
- complete practice activities to prepare for the unit assessment(s) and to further their content knowledge.
- self-assess through class activities and formative assessments.
- complete unit assessments that give them a variety of opportunities to demonstrate their knowledge in different ways.

Relearning & Reassessment

Teachers will:

- provide differing opportunities for reassessment and post their policy in their syllabus and on their teacher page.
- provide common relearning opportunities across courses (jobalikes).

Students will:

- complete the required relearning practice and/or relevant assignments before the reassessment is provided.
- be able to complete relearning to show their current level of understanding and have the opportunity to demonstrate mastery.
- earn the score on the second assessment.

Gradebook

Teachers will:

- provide grades in whole number or .5 increments across courses (jobalikes) consistent with Proficiency-Based Learning.
- not include behaviors in their grading practices as this promotes implicit bias.
- update grades on a timely basis. (≥ 80 performance/ ≤ 20 practice).
- not provide any extra credit opportunities in performance or practice categories.
- use appropriate codes (missing, expired, absent) and comments in the gradebook to communicate with students and families.
- expire assignments (XP) that are no longer able to be turned in. If an assignment is still able to be turned in, teachers will use Missing (Mi) to convey that to students and parents.

Students will:

- adhere to due dates and deadlines (where assignments may be expired) set by their teachers.



Grading Scale:

Individual Assignment Grade Configuration	
Grade	Description
4	Mastery Met all the requirements for mastery.
3	Proficiency Met all the requirements for proficiency.
2	Developing Met some requirements for proficiency.
1	Limited Understanding Met very few requirements for proficiency.
0	Insufficient Evidence Didn't show enough work to demonstrate proficiency.
M	Missing No Evidence of Proficiency.

Teachers may use half points across courses.

A	3.51	4.00
A-	3.25	3.50
B+	3.01	3.24
B	2.75	3.00
B-	2.50	2.74
C+	2.25	2.49
C	2.00	2.24
C-	1.75	1.99
D+	1.50	1.74
D	1.00	1.49
I	0.00	0.99

Note: Regardless of the final mathematical calculation, students who do not complete (received an "I" on) required assessments (performance assessments) will receive a final grade of I (recovered in summer school, or through after-school credit recovery programming) or NG (recovered with the classroom teacher within three weeks of the semester's end).