

GRADING POLICIES

STANDARDS-BASED GRADES

These are the grades that appear on Report Cards and that are assigned for individual pieces of work.

Beginning (Bg)	The student's performance is rudimentary and just <i>beginning</i> to meet the standards of grade-level work at Four Rivers. Improvement is needed if the student expects to pass to the next grade.
Approaching (Ap)	The student's performance is <i>approaching</i> the standards of grade-level work at Four Rivers. It shows an improving level of quality but is not yet consistently satisfactory work.
Meeting (Mt)	The student's performance is <i>meeting</i> the standards of grade-level work at Four Rivers. It shows good quality and is fully satisfactory.
Exceeding (Ex)	The student's performance is <i>exceeding</i> the standards of grade-level work at Four Rivers. It shows effort and accomplishment well beyond what was required for meeting the standard.
Work Not Accomplished (WNA)	The student's performance has either not been turned in or is of such poor quality that it is not acceptable.
Incomplete (INC)	The student's performance is <i>incomplete</i> at the time of this progress report. It needs to be completed within a specified amount of time, or else the grade will become WNA.
Not Applicable (NA)	This indicates an area of the program that has not yet been introduced to the students.

Standards-based grades are used in many schools -- including ours -- because they are based on specific criteria and therefore give a better description of performance. However, we do translate our grades for outside audiences, namely the colleges to which our students apply.

Grade Point Average Equivalents

WNA	Bg	Ap	Ap+	Mt-	Mt	Mt+	Ex-	Ex
0	1	2.0	2.5	3.0	3.5	4	4.25	4.5
	Beginning and Approaching: Not Passing Standards		Approaching + : Passing	Meeting - : Passing	Meeting: Passing with high quality	Meeting + and Exceeding: Honors Level		

PASSING

1. To pass a course, a student must pass all standards for that course.
2. Ap+ is passing.
3. In Div 1, courses are graded standard by standard and reported each term. Grades close when the term ends. There may be ongoing standards from the first semester into the second.
4. Students in Div 1 who do not pass all of their standards must participate in a summer academic readiness workshop prior to the next school year.
5. Students in Div 2 and Div 3 must make up credits when they fail a course in order to stay on track towards graduation and/or be promoted – see PROMOTION POLICIES for details. Students

may earn partial credit even if they do not pass all standards. Standards grades in each course are combined into one final grade that will go on transcripts. Promotion is considered on a case by case basis.

6. Ongoing standards mean they span both semesters. If a student fails a standard semester 1, they can pass that standard by passing it semester 2. In Div 2, students must earn a Mt- or better in order to pass the semester 1 standard.
7. Students in Div 2 and 3 may make up credits through approved summer school or on-line courses, and through Independent Studies with administrative approval.

HOWLS

HOWLS stands for Habits of Work and Learning and is an assessed standard each semester in all divisions. HOWLS grades are based on Effective Learner and Character targets established by teachers and divisions. One measure of students' Effective Learner skills is their ability to complete all assignments. Some assignments are for practice. Some are first attempts that are expected to be revised. And some receive final grades that indicate how well students have met specific learning targets. A good faith effort on all assignments indicates strong habits and helps students master content standards. HOWLS grades communicate student progress on the skills needed to master content standards but should be assessed separately from other content and skills standards. HOWLS grades should not overly impact standards grades or final course grades.

REVISION

We encourage revision while still holding students accountable for putting effort into assignments and meeting deadlines. These policies support that dual goal:

1. Turn in work on time: An assignment not turned in on time can't be revised, unless the teacher grants an extension.
2. Good faith effort: Students need to demonstrate good faith effort on their first drafts and subsequent drafts in order to qualify for revision. Good faith effort means that the student made a serious attempt to complete all parts of the assignment, as determined by the teacher.
3. Teacher discretion: Teachers assign deadlines for work and they let students know up front which assignments are open for revision, what the expectations for revision are, and what the deadline for the revision period will be. Teachers may accept late work under reasonable circumstances.

Note: Divisions or individual teachers may determine different revision policies, ie "college-style revision" in Div 3.

PROVIDE MULTIPLE OPPORTUNITIES

Given that the purpose of our assessments is to help students learn important skills and knowledge, we try to offer them multiple opportunities to meet our standards. This might mean any of the following:

1. Teachers create multiple assessments (at least 3) through which students show they can meet a standard.
2. Students receive feedback through peer review or critique of ongoing assignments before the final draft is completed.
3. Students revise work from the teacher's assessment and feedback.
4. Teachers provide a second opportunity to take a test or assign students to somehow show they understand what they did wrong the first time.

CAPTURE BEST WORK

Teachers determine a student's grade for an academic standard from more than one opportunity but not necessarily from all assignments. There are different approaches for looking at a student's best work; that is, evidence (demonstrated more than once) of the fullest extent of that student's learning. Capturing a student's best work might be done by any of the following approaches (there may be others):

1. More than one grade at Ap+ or better on a standard, therefore passing that standard as long as a minimum number of assignments have been completed.

2. Use weighted averaging to calculate performance on a standard.
3. At the end of the term, the teacher looks over the whole term how much they learned.
4. Count all assignments for completion towards HOWLS grades, but grade summative assessments for standards grades.
5. Take only the best performances or drop the lowest grade and combine those grades within the standard.
6. Give feedback – but no grade yet – on assignments leading to an assessment, test or culminating assignment. Grade only the final assessments, tests or assignments.

ACADEMIC HONORS AND HIGH HONORS

These designations are determined at the end of each term.

To achieve Honors for the term in a course, a student must meet all of the following criteria:

1. Achieve Mt- or above in every academic standard for that course;
2. Achieve Mt+ or above in the majority (more than half) of the academic standards for the course;
3. Achieve Mt- or above in the HOWLS standard for the course.

To achieve High Honors for the term in a course, a student must meet each of the following criteria:

1. Achieve Mt+ or above in every academic standard for the course; and
2. Achieve Mt or above in the HOWLS standard for the course.

To achieve the HOWL of Fame for the term, a student must earn at least Mt in all their classes and Mt+ or above for the majority of their HOWLS grades across all courses.