

Work Session

Tuesday, November 21, 2017 5:30 PM

Fridley Community Center, 6085 7th Street NE, Fridley, MN 55432

A.	Signing Required Documents	Presenter: Dr. Peggy Flathmann
B.	<u>GOVERNANCE AND POLICY</u>	
B.1.	School Board Policies	
B.1.a.	Second Readings and Adoption of Policies - SEE BUSINESS PACKET PAGE 23	
B.1.a.1)	Policy 104 School District 14 Mission Statement	Presenter: Dr. Peggy Flathmann
B.1.a.2)	Policy 401 Equal Opportunity Employment	Presenter: Jennifer Claseman
B.1.a.3)	Policy 404 Background Checks	Presenter: Jennifer Claseman
B.1.a.4)	Policy 406 Public and Private Personnel Data	Presenter: Jennifer Claseman
B.1.a.5)	Policy 418 Chemical Free Workplace Drug Free School	Presenter: Jennifer Claseman
B.1.b.	First Readings - SEE BUSINESS PACKET PAGE 61	
B.1.b.1)	Policy 412 Expense Reimbursement	Presenter: Matthew Hammer
C.	<u>OVERSIGHT OF OPERATIONS</u>	
C.1.	Legal Updates	Presenter: Jennifer Claseman
C.2.	Staffing and Personnel Update	Presenter: Jennifer Claseman
C.2.a.	New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and Retirements - SEE BUSINESS PACKET PAGE 53	
C.2.b.	Negotiations Update	
C.3.	Facilities Update	Presenter: Matthew Hammer
C.3.a.	FCC Update	
C.3.b.	FHS Update	
C.3.c.	Parking Lot Projects	
C.4.	Partnership Updates	Presenter: Dr. Peggy Flathmann
C.4.a.	AMSD	Presenter: Mary Kay Delvo
C.4.b.	Metro 916	Presenter: Marcia Lindblad
C.4.c.	TIES Annual Meeting	Presenter: Marcia Lindblad
D.	<u>BOARD GOVERNANCE POLICY</u>	
D.1.	Board	Present

Organization..... **ter:**
..... Marcia
Lindbl
ad

E. **SUPERINTENDENT RELATIONS**

F. **PUBLIC ENGAGEMENT**

F.1. Communications Department Update **Presenter:** Jael
McLemore

F.2. Springstead Community Education Survey **Presenter:** Jael
McLemore

F.3. Reimagine **Presen**
MN..... **ter:**
..... Dr.
Peggy
Flathm
ann

G. **INFORMATIONAL ITEMS**

G.1. Enrollment - **SEE BUSINESS PACKET PAGE 55** **Presenter:** Dr. Peggy
Flathmann

G.2. MSBA Annual Leadership Conference January 11-
12, 2018..... **Presenter:** Dr. Peggy
Flathmann

H. **PUBLIC FORUM**

H.1. World's Best Workforce / Educational Services **Presenter:** Imina
Presentation - **SEE BUSINESS PACKET PAGE 10** Oftedahl

H.1.a. Achievement and Integration Report for
16-17 - **SEE BUSINESS PACKET PAGE 16**

H.1.b. Standards Based
Reporting.....
.....

School Board Organization

School Board Officers	2017
Chair	Marcia Lindblad
Vice-Chair	Kim Sampson
Clerk	Donna Prewedo
Treasurer	Mary Kay Delvo
Director	Carol Thornton
Director	Chris Riddle

School Board Representatives	Meetings Per Year	2017
<p>AMSD (Association of Metropolitan School Districts)</p> <ul style="list-style-type: none"> The mission of AMSD is to advocate for state education policy that enables metropolitan school districts to improve student learning. Membership includes representation by the Superintendent and one School Board member from each school district on the AMSD Board of Directors. Dues are \$7,663.00 for 2017-18. 	Board of Directors - 10 Monthly Meetings	Mary Kay Delvo
Community Ed Advisory Council	5 meetings/year - Sept, Nov, Jan, March, May	Donna Prewedo
District Re-licensure Committee	10 meetings/year	Kim Sampson
District Finance & Facility Committee	4 meetings/year	Kim Sampson Carol Thornton
Fridley Public Schools Foundation	Trustee – 8-10 meetings/year	Marcia Lindblad
Meet and Confer	As needed	Mary Kay Delvo Carol Thornton
<p>Metro ECSU (Metropolitan Educational Cooperative Service Unit)</p> <ul style="list-style-type: none"> The mission of Metro ECSU is to deliver quality resources and services into the hands of our education partners. Membership fee based on flat rate of \$700 plus \$.90 per pupil enrolled 10/1/16 = \$3,537.70. 	Annual meeting-usually Oct, Nov, or Dec	Chris Riddle
<p>MSBA (Minnesota School Boards Association) Legislative Representative</p> <ul style="list-style-type: none"> The mission of MSBA is to support, promote and enhance the work of public school boards and public education. The membership provides Minnesota school districts with services designed for School Board members and with model policies. Dues are based on average daily membership of students served for the fiscal year ended 6/30/16 = \$7,652.00. 	<p>MSBA Legislative Committee – contact for MSBA to get information to the full board</p> <p>Serves as an MSBA legislative delegate. Delegate Convention 1.5 days per year.</p>	Mary Kay Delvo
<p>Minnesota State High School League</p> <ul style="list-style-type: none"> Local Advisory Committee 	No set meetings	Kim Sampson
<p>Negotiations Committees</p> <p>Teachers</p> <p>Paraprofessionals</p> <p>Administrators</p> <p>Clerical</p>	As needed	Delvo & Thornton Riddle & Thornton Lindblad Riddle & Lindblad

School Board Representatives	Meetings Per Year	2017
Food Service Custodians		Lindblad and Sampson Delvo & Sampson
Northeast Metro School District 916	11 monthly meetings/year - Aug - June; Plus approximately 4 work sessions/ year as needed	Marcia Lindblad
Northwestern Suburban Integration School District	Joint Powers Board meeting every other month from Sep through June	Chris Riddle Marcia Lindblad-alt.
Fridley Schools Representatives High School Middle School Hayes Stevenson Community Center ALC	As needed	Donna Prewedo Chris Riddle Mary Kay Delvo-alt Carol Thornton Donna Prewedo Donna Prewedo Marcia Lindblad
SEE (Schools for Equity in Education) • The mission of SEE is "Minnesota school districts working for greater equity and adequacy in public education funding." • Membership fee based on fall 2016 enrollment = \$4,225.18	5 general meetings during school year; plus fall, spring, and summer regional meetings	Carol Thornton
Special Education	1 meeting/year in spring	Marcia Lindblad
TIES Joint Board	Annual meeting in October	Marcia Lindblad

Annual School Board Authorizations

- a. SCHOOL BOARD COMMUNICATION
 - 1) Official Newspaper for 2017-18
 - a) Current and recommended designation is the Sun-Focus News, Fridley edition
- b. FINANCE AND BUSINESS
 - 1) Official Depositories for 2017-18
 - a) Current and recommended depositories are: Associated Bank, PMA Financial, and Minnesota Trust
 - 2) Approved attorney firms for legal services as needed
 - 3) Authorization for the treasurer to pay contracted salaries of school personnel upon the order of the district chair and clerk
 - 4) Authorization for the treasurer to pay all special payroll wages upon the order of the district chair and clerk
 - 5) Authorization for the treasurer to invest any temporary surplus funds in treasury notes, treasury bills, certificates of deposit or other securities authorized by Minnesota statutes
 - 6) Authorization for the Superintendent and Director of Finance to use facsimile signatures of district officials for checks and orders
 - 7) Authorization for the Superintendent and Director of Finance to utilize electronic transfer of investments and payments
 - 8) Authorization for the Superintendent and Director of Finance to lease, purchase, and contract for goods and services within the budget as approved by the School Board
 - 9) School district organizational memberships for 2017-18

Plan-At-A-Glance

Reimagine Minnesota Purpose:

To ensure the constitutionally guaranteed right to an adequate education of all students by creating a comprehensive collective action plan to address integration, access, opportunity, and educational achievement.



Equity STRATEGIES

TEACHING and TEACHERS

A. *Develop, sustain and evaluate cultural competence for teachers*

B. *Prioritize and ensure personalized education with emphasis on acceleration vs.*

C. *Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment*

D. *Develop teacher preparation, recruitment and retention for staff of color*

STUDENT SUPPORT

E. *Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment*

F. *Eliminate disproportionality due to adult behaviors and policies; provide growth-oriented student support*

G. *Build bridges between school and community*

SYSTEM FUNDING AND LEADERSHIP

H. *Create and sustain continuous/consistent shared understanding of equity and high level of skill application for leaders at all levels*

I. *Ensure equity in the statewide funding system*

Details pp. 6-7



Equity BARRIERS

A. Gap in adult knowledge and skills in understanding academic reciprocal relationships, design and delivery of instructional practices, academic identity and belief in students and creating accountability systems and support

B. Need for racially conscious pedagogy

C. Lack of assessment systems for equitable measuring student success

D. Racially-biased educator preparation, recruitment, hiring and retention systems

E. Dominant culture perpetuates the status quo

F. Need for a student-centered, equitable alignment of policies and actions

G. System rigidity at all levels - teacher/classroom, building, district, state

H. Inequitable resources for meeting student needs in all districts

Details pp.4-5



Equity GOALS

A commitment to create lasting equity and excellence in education for all students

SEE ME

SEE ALL

Effective, diverse stakeholders who use trusting relationships to create welcoming classrooms, schools and communities that meet the needs (hopes & dreams) of all students and families

SERVE ALL

Personalized relevant education for all students that guarantees access to rigorous learning and Eliminating predictability based on race

SUPPORT ALL

Equitable resources (time, talent, funds) aligned to student needs (hopes & dreams) that enable every district to "see all" and "serve all"

Details p.3



MINNESOTA SCHOOL BOARDS ASSOCIATION
Where School Boards Learn to Lead

Student Achievement:

Passion, Perseverance, and Possibility



97th Annual Leadership Conference
January 11-12, 2018
Minneapolis Convention Center

- **Learning to Lead – School Board Basics: Phase I, January 9, Hilton Minneapolis**
- **Leadership Foundations – School Finance and Management: Phase II, January 10, Hilton Minneapolis**
- **Charter School Board Member Training, January 10, Hilton Minneapolis**
- **Evening Early Birds, January 10, Minneapolis Convention Center**

CONFERENCE AT A GLANCE

Tuesday, January 9

6:30 p.m. – 9:00 p.m. Learning to Lead – School Board Basics: Phase I (Hilton Minneapolis)

Wednesday, January 10

8:45 a.m. – 4:00 p.m. Leadership Foundations – School Finance and Management: Phase II (Hilton Minneapolis)

8:30 a.m. – 4:00 p.m. Charter School Board Member Training (Hilton Minneapolis)

7:00 p.m. – 9:00 p.m. Early Bird Sessions (Minneapolis Convention Center)

- Designing an Effective Superintendent Evaluation
- Data Privacy and Data Breaches – Are You Prepared? Do You Know What to Do?

Thursday, January 11

7:30 a.m. Registration

8:00 a.m. Exhibit Hall opens

8:15 a.m. Board Skills Sessions

8:15 a.m. Board Chair Q & A with MSBA

9:00 a.m. Opening Session (doors open)

- Keynote: Mark Lindquist: “8 Steps to Reignite Your Passion to Lead”

11:00 a.m. Exhibit Hall time

11:00 a.m. Show and Tell

11:30 a.m. Recognition Luncheon

12:50 p.m. Director District Discussions

1:30 p.m. Round Tables

2:30 p.m. Workshops

3:45 p.m. Workshops

4:50 p.m. Tom Melcher, Minnesota Department of Education Finance Director: “Education Finance Update”



Friday, January 12

7:30 a.m. Registration & Exhibit Hall opens

8:00 a.m. Round Tables

9:15 a.m. Workshops

10:15 a.m. Closing Session (doors open)

- Keynote: Manny Scott: “The Power of One: Perseverance and Possibility”

Noon Adjourn

Visit www.mnmsba.org/LeadershipConference for more details.

Visit www.mnmsba.org/LeadershipConferenceHousing to register for housing online or call 888-947-2233 between 9:00 a.m. and 3:00 p.m.

**Thank you to Ratwik, Roszak and Maloney, P.A.,
for supporting the printing and mailing of this conference brochure.**

FEATURED SPEAKERS



Thursday, January 11

Mark Lindquist

“8 Steps to Reignite Your Passion to Lead”

Gain an understanding of the importance of a school culture that is dedicated to the development of an individual's strengths. Reignite a person's passion to allow them to make major contributions to your district. Many of us feel “stuck” from time to time as we progress through our working lives. Whether it is your first year on the board or you are a veteran member, you will leave this session with a new vision for the future that will propel you out of a rut and into an exciting journey toward a passion-filled life in all areas – at work and at home.

Biography

Mark has performed live for over 2.5 million people in 22 countries and 44 states throughout his career. He has performed for Grammy winning artists, Academy Award nominated actors, foreign dignitaries around the world, as well as staffers at the White House. Mark has shared the stage with former U.S. Attorney General Janet Reno, Senator John McCain, Magic Johnson, Edward James Olmos, Grammy Award winning artist Rihanna, and others.

Currently, Mark travels the country delivering keynote addresses for businesses at their annual conferences. He also performs the National Anthem for collegiate and professional sports teams. He is author of two books, *Passion! 8 Steps to Reignite Yours* and *Service: My Way of Life*.

Mark founded Mark J. Lindquist Enterprises, Inc. in order to bring smiles to the faces of people and ignite passion all over the world. Mark is a former AmeriCorps member, as well as a former Sergeant in the United States Air Force and an Afghanistan War Veteran, who currently lives in Fargo, North Dakota.



Friday, January 12

Manny Scott

“The Power of One: Perseverance and Possibility”

By age 16, Manny's story was almost over: his father was incarcerated, he missed 60-90 days of school annually, he dropped out of school at age 14, he lived in 26 places by age 16, and his best friend was brutally murdered. Then, a complete stranger took a risk and connected with him, encouraged him, and inspired him to write a different story – to create a new life. That day, he returned to school with a new attitude and purpose and ended up in a group now known as the Freedom Writers. He started a new chapter in his life with healing, hope, perseverance, and possibility. He wants to inspire school board teams to find that same sense of possibility for all students.

Biography

Through hard work, Manny has achieved many of his journaled dreams. In 2007, he founded Ink International, Inc., an educational consulting team that is preventing thousands of suicides, raising student achievement, and improving teacher effectiveness. Through Ink's online Professional Speaker Academy, Manny is training people how to survive and thrive as professional speakers. He has authored two books: *Your Next Chapter* and *How to R.E.A.C.H. Youth Today*. He is married, a doting father of three, a successful entrepreneur, a Ph.D. student, and one of the nation's most sought-after speakers.

PRE-CONFERENCE EXTRAS

Registration begins 30 minutes before each workshop.

Learning to Lead – School Board Basics: Phase I

6:30 p.m. – 9:30 p.m. Tuesday, January 9

Hilton Minneapolis

Tuition is \$105. Walk-ins add \$10.

Help new board members hit the ground running. This workshop covers the role of the school board, the role of the superintendent, the leadership team relationship, and common scenarios facing new board members.

Visit www.mnmsba.org/Phase-I-Workshop for more information and to register.

Leadership Foundations – School Finance and Management: Phase II

8:45 a.m. – 4 p.m. Wednesday, January 10

Hilton Minneapolis

Tuition is \$185. Walk-ins add \$20.

Presented by MSBA staff and state experts, this workshop includes the training school board members are required to have by state law. The session covers core topics such as the budget, school finance, local levies, policies, significant laws affecting school boards, collective bargaining, and personnel issues.

Visit www.mnmsba.org/Phase-II-Workshop for more information and to register.

Charter School Board Member Training

8:30 a.m. – 3:30 p.m. Wednesday, January 10

Hilton Minneapolis

Tuition is \$185 for MSBA Charter Associates; \$250 for Non-Associates. Walk-ins add \$20.

Presented by MSBA staff, this training covers the three state-mandated areas for charter school board members: governance, employment, and finance. Charter school board members are required to start these trainings within six months of election to a charter school board and complete the trainings within one year.

Visit www.mnmsba.org/CharterSchoolBoardTraining to register.



PRE-CONFERENCE EXTRAS: EVENING EARLY BIRDS



Sandy Gundlach



Amy Fullenkamp-Taylor



Steve Niklaus

Designing an Effective Superintendent Evaluation

7:00 p.m. – 9:00 p.m. Wednesday, January 10
Minneapolis Convention Center
Tuition: \$105; walk-ins add \$10

Presenters: Sandy Gundlach, Director of School Board Services, Minnesota School Boards Association; Amy Fullenkamp-Taylor, Director of Management Services, Minnesota School Boards Association; and Steve Niklaus, MSBA Consultant

Leadership is important, and evaluating the superintendent's performance and its own performance are two of the school board's most important duties. Whether the school board is evaluating its own performance or the performance of its superintendent, the evaluation can be a powerful tool for growth and professional development. In addition, having a positive working relationship between school board members and between the school board and its superintendent is critical to accomplishing a school district's mission and priorities. One way to develop this relationship is by having an effective, constructive evaluation process and procedures that help drive school district improvement efforts.

Workshop participants will review the principles of effective evaluation and become familiar with the *MSBA/MASA Superintendent Evaluation: A Resource for School Board Members and Superintendents*.



Ryan Cloutier

Data Privacy and Data Breaches – Are You Prepared? Do You Know What to Do?

7:00 p.m. – 9:00 p.m. Wednesday, January 10
Minneapolis Convention Center
Tuition: \$105; walk-ins add \$10

Presenter: Ryan Cloutier, Certified Information Security Professional (CISP)

Data Breaches are becoming ever more prevalent, Equifax being the most recent significant example. It's not a matter of if, but when! Are you prepared to speak with parents and the community about a data breach? Do you know where all of your data is, including non-digital assets? Hear about what steps you need to take to be better prepared and have a more robust, legally defensible posture.



WORKSHOP TOPICS & SPECIAL FEATURES

Workshop topics: In December, view a complete list of workshops with descriptions at www.mnmsba.org/LeadershipConference.

Some of the featured workshops include: Alternatives to the Full-time Superintendent: Interim and Part-time options for School Boards; Immigration and Police Actions Related to Students: What are a school district's obligations?; LGBTQ 101 & Intersectionality for Minnesota K-12 Education Professionals; Board and Superintendent Relations: The Things that Trip us Up; Energy Reductions and Solar Strategies for Schools; Statistics, Stories & Opioid Solutions; United We Won; and nearly 100 other sessions.

SPECIAL FEATURES

Skills Sessions

Join us Thursday morning for special sessions on the nitty-gritty aspects of school boarding: the Open Meeting Law, superintendent contracts, and legislative advocacy. Board chairs can attend a special session to talk with MSBA Executive Director Kirk Schneidawind about what districts need from MSBA.

Show and Tell

Visit with proud Minnesota students and staff who are showcasing unique programs from their schools.

Recognition Luncheon - \$35 registration required

Celebrate the accomplishments of Minnesota's school leaders at Thursday's luncheon. Registration is required.

Director District Discussions and Elections

Your MSBA Director District representatives will be setting aside time to meet with board members from their region. Director Districts with openings on the MSBA Board of Directors will also have presentations from board members running for those positions. Bring your items of concern to add to the conversation.

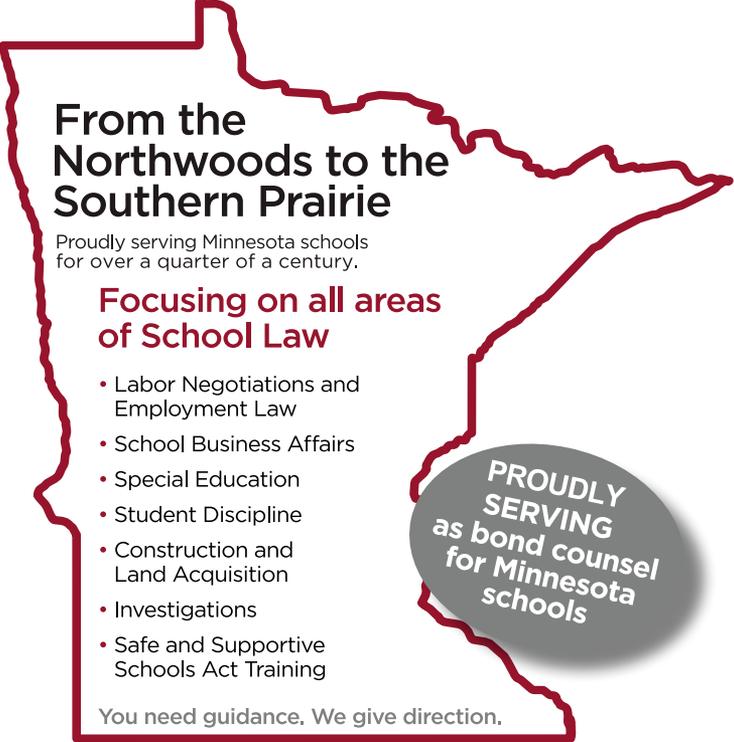
Round Tables

Join us for two 20-minute sessions at 1:30 p.m. Thursday, and three rounds of 20-minute sessions at 8 a.m. Friday in the Exhibit Hall. These informal sessions provide a great opportunity to converse with an expert in a small-group setting. Topics this year include: Robert's Rules Basics; School Boards in the Digital Age; Superintendent Search From Start to Finish; Bid Law Basics; Your FFA Advisor Isn't the Only Advisor your School Needs; Managing Crisis for Positive Outcomes; and much more.

RESERVE YOUR HOTEL ROOM TODAY

Housing is open for the 2018 MSBA Leadership Conference. MSBA encourages you to **make your hotel reservation early** at one of our long-time conference hotels (the Hilton Minneapolis, the Millennium Hotel and Hilton Regency Minneapolis).

Please visit www.mnmsba.org/LeadershipConferenceHousing or click on the Leadership Conference icon at www.mnmsba.org to make your housing reservations as early as possible.



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UPDATE YOUR BOARD MEMBERS' INFORMATION AS SOON AS ELECTION RESULTS IN YOUR DISTRICT ARE CANVASSED

How Do I Update My Board Members' Information?

After Election Day, and after election results have been canvassed, visit www.mnmsba.org and click on the Election icon (located toward the top right of the screen) to let us know who your new board member(s) are, which current board members have been re-elected, and which current board members will be leaving your board. You will be asked to enter new board member contact information (address, email address, phone number, etc.).

Why?

Registration for all MSBA events is now online only. Because of this, the MSBA database must be updated before any event registration for new board member(s) can occur.

Registration

The Leadership Conference registration/tuition is FREE as a benefit to your district for being a member of MSBA. Even though the conference is free, please go online to register your attendees.

Other pre-conference and conference-related opportunities to register for:

- Learning to Lead – School Board Basics: Phase I (\$105) – January 9, 2018
- Leadership Foundations – School Finance and Management:
Phase II (\$185) – January 10, 2018
- Early Bird Workshops (\$105) – January 10, 2018
- Recognition Luncheon (\$35) – January 11, 2018

To register for the above-mentioned opportunities, please go to www.mnmsba.org/EventRegistrationHome. All registrations should go through your district office.

Watch for the MSBA Leadership Conference App!

Minnesota School Boards Association

1900 West Jefferson Avenue
St. Peter, MN 56082

www.mnmsba.org

Phone: 507-934-2450

Fax: 507-931-1515

November 10, 2017

Dear Parents/Guardians of Fridley Middle School Students:

It is hard to believe that November is already here, which means that we have reached the midpoint of our first semester. Although conferences were only a few weeks ago, it is important to continue to provide updated information about your student's learning in each class.

Enclosed you will find a mid-semester progress report that reflects current scores for each criterion in each course. It is important to remember that this is only an **"in-progress" score** and that students have until the end of the semester (January 24th) to improve their scores. Teachers have updated all scores in the gradebook, so you will find more detailed information about each class through the parent portal. For help in accessing the parent portal you may email campus.parenthelp@fridley.k12.mn.us. Many teachers will also be sending home individual class summary reports with students.

If there is no score for a particular criterion, it means that the criterion has not yet been assessed. If you have questions about a particular class, we encourage you to contact the teacher. You will find each teacher's name and email address within this report.

Sincerely,



Amy Cochran
Principal



INTERNATIONAL BACCALAUREATE (IB) PROGRAMME

Our IB World Schools provide:

- Primary Years Programme (PYP) in Preschool
- Primary Years Programme (PYP) in grades K-4
- Middle Years Programme (MYP) in grades 5-10
- Diploma Programme (DP) in grades 11-12

Midterm Progress Report - Fridley Public School District

Fridley Middle School - 17-18 - Term S1

Academic Achievement	
Score	Description
NA	Not Assessed
0	No Evidence
1-2	Beginning
3-4	Progressing
5-6	Mastering
7-8	Excelling

Approaches to Learning	
Score	Description
E	Exceeds expectations
M	Meets expectations
P	Partially meets expectations
D	Does not meet expectations

- Scores are "in-progress" scores only. Improvement may be demonstrated throughout the semester.
- If a field is blank that criterion has not yet been assessed.

Automation and Robotics --- Lind, G --- gary.lind@fridley.k12.mn.us		In-Progress Score
Academic Achievement		
	Criterion A: Inquiring and analyzing	4
	Criterion B: Developing ideas	6
	Criterion C: Creating the solution	5
	Criterion D: Evaluating	4
Approaches to Learning Skills		
	Self-management	M
	Work completion	D
	Collaboration	
	Computer Skills	

Choir 8 --- Zeleny, N --- nikki.zeleny@fridley.k12.mn.us		In-Progress Score
Academic Achievement		
	Criterion A: Knowing and understanding	7
	Criterion B: Developing skills	6
	Criterion C: Thinking creatively	
	Criterion D: Responding	6
Approaches to Learning Skills		
	Self-management	M
	Work completion	
	Collaboration	M

Global Studies --- Morey, T --- tarek.morey@fridley.k12.mn.us		In-Progress Score
Academic Achievement		
	Criterion A: Knowing and understanding	6
	Criterion B: Investigating	
	Criterion C: Communicating	
	Criterion D: Thinking critically	
Approaches to Learning Skills		
	Self-management	M
	Work completion	M
	Collaboration	M

Midterm Progress Report - Fridley Public School District

Fridley Middle School - 17-18 - Term S1

Health 8 --- Fangel, Hope --- hope.fangel@fridley.k12.mn.us		In-Progress Score
Academic Achievement		
	Criterion A: Knowing and understanding	
	Criterion B: Planning and performance	3
	Criterion C: Applying and performing	
	Criterion D: Reflecting and improving performance	0
Approaches to Learning Skills		
	Self-management	M
	Work completion	M
	Collaboration	M

HOMEROOM --- Butts, B --- bryan.butts@fridley.k12.mn.us		In-Progress Score
Approaches to Learning Skills		
	Self-management	M
	Work completion	M
	Collaboration	M

Language & Lit 8 --- Purdy-Ellingson, L --- lane.e.purdy-ellingson@fridley.k12.mn.us		In-Progress Score
Academic Achievement		
	Criterion A: Analyzing	7
	Criterion B: Organizing	NA
	Criterion C: Producing text	6
	Criterion D: Using language	6
Approaches to Learning Skills		
	Self-management	E
	Work completion	M
	Collaboration	M

Math 8 --- Ellingson, C --- chad.ellingson@fridley.k12.mn.us		In-Progress Score
Academic Achievement		
	Criterion A: Knowing and understanding	5
	Criterion B: Investigating patterns	
	Criterion C: Communicating	5
	Criterion D: Applying mathematics in real-life contexts	5
Approaches to Learning Skills		
	Self-management	M
	Work completion	P
	Collaboration	P

Phy Ed 8 --- Kupcho, Jason D --- Jason.Kupcho@fridley.k12.mn.us		In-Progress Score
Academic Achievement		
	Criterion A: Knowing and understanding	
	Criterion B: Planning and performance	
	Criterion C: Applying and performing	4
	Criterion D: Reflecting and improving performance	

Midterm Progress Report - Fridley Public School District

Fridley Middle School - 17-18 - Term S1

Approaches to Learning Skills		
	Self-management	D
	Work completion	M
	Collaboration	M

Science --- Bowman, J --- jennifer.bowman@fridley.k12.mn.us		In-Progress Score
Academic Achievement		
	Criterion A: Knowing and understanding	6
	Criterion B: Inquiring and designing	7
	Criterion C: Processing and evaluating	6
	Criterion D: Reflecting on the impact of science	
Approaches to Learning Skills		
	Self-management	M
	Work completion	M
	Collaboration	M

Spanish 2 --- Christenson, S --- stephanie.christenson@fridley.k12.mn.us		In-Progress Score
Academic Achievement		
	Criterion A: Comprehending spoken and visual text	
	Criterion B: Comprehending written and visual text	6
	Criterion C: Communicating	
	Criterion D: Using language	3
Approaches to Learning Skills		
	Self-management	M
	Work completion	M
	Collaboration	P

Fridley Middle School

Parent Guide to Grading and Reporting



Middle Years Programme

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 scales of 0 – 8 and reflects mastery of objectives and standards.

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

Rubrics

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	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		
Work Completion	M	M
Self-management	P	M
Collaboration	M	E
COMMENTS:		

How do I learn?

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

Report Cards:

- Report cards will be mailed home at the end of each semester.
- Semester reporting allows reporting to reflect learning over time.



Progress Reports:

- A progress report will be mailed home at the end of quarter one and quarter three.

Continuous Reporting

- Teachers will issue periodic progress reports throughout each semester.
- Progress will be share at conferences.
- Parents/guardians may check progress anytime through a parent portal account.

Will there be an overall score?

- 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.

What about homework? (Practice)

In a standards-based (criterion-related) reporting system:

- 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.

Academic
Achievement

Practice

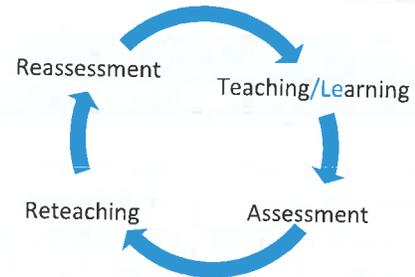
Approaches
to Learning

How can I improve my score?

- 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.**



- 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.

QUESTIONS?

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For additional information about grading and reporting:
www.fridley.k12.mn.us



The Success of Every Student Matters

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Patty Hand
Principal

Kelly McConville
Assistant Principal

Dan Roff
Activities Director

Dear Parents and Guardians of Fridley High School Students,

It is hard to believe that November is already here, which means that we have reached the midpoint of our first semester. Although conferences were only a few weeks ago, it is important to continue to provide updated information about your student's learning in each class.

Enclosed you will find a mid-semester progress report that reflects current scores for each criterion in each course. It is important to remember that this is only an "in-progress" score and that students have until the end of the semester (January 24th) to improve their scores. Teachers have updated all scores in the gradebook, so you will find more detailed information about each class through the parent portal. Many teachers will also be sending home individual class summary reports with students.

If there is no score for a particular criterion, it means that the criterion has not yet been assessed. If you have questions about a particular class, we encourage you to contact the teacher. You will find each teacher's name and email address within this report.

Additionally, you will want to look at your student's ATL, Approaches to Learning, scores, as this will illustrate your student's progress in their practice work, participation, group work, etc.

If you have any questions, please feel free to email or call me. Thank you for participation in your student's conferences.

Sincerely,

Patty Hand
Principal
Fridley High School
763 502 5601
patty.hand@fridley.k12.mn.us

Midterm Progress Report - Fridley Public School District

Fridley High School An IB World School - 17-18 - Term 1

Academic Achievement	
Score	Description
NA	Not Assessed
0	No Evidence
1-2	Beginning
3-4	Progressing
5-6	Mastering
7-8	Excelling

Approaches to Learning	
Score	Description
E	Exceeds expectations
M	Meets expectations
P	Partially meets expectations
D	Does not meet expectations

- Scores are "in-progress" scores only. Improvement may be demonstrated throughout the semester.
- If a field is blank that criterion has not yet been assessed.

11th DP Biology HL A --- Haaheim, A --- andrew.haaheim@fridley.k12.mn.us		In-Progress Score
ACADEMIC ACHIEVEMENT		
	CRITERION A: Knowing, Understanding, and Reflecting	6
	CRITERION B: Designing, Processing, and Evaluating	3
APPROACHES TO LEARNING		
	Self-management	M

11th DP History HL A --- Holt, S --- steve.holt@fridley.k12.mn.us		In-Progress Score
FINAL GRADE		
	Final Grade for Term	
ACADEMIC ACHIEVEMENT		
	CRITERION A: Historical Skills	5
	CRITERION B: Historical Content	2
APPROACHES TO LEARNING		
	Self-management	M

11th DP Language and Lit HL A --- Leistikow, T --- tim.leistikow@fridley.k12.mn.us		In-Progress Score
ACADEMIC ACHIEVEMENT		
	CRITERION A: Knowledge and Understanding	
	CRITERION B: Application and Analysis	6
	CRITERION C: Synthesis and Evaluation	7
	CRITERION D: Language Skills	7
APPROACHES TO LEARNING		
	Self-management	M

Anatomy & Physiology 1 --- Hatling, K --- kristin.hatling@fridley.k12.mn.us		In-Progress Score
ACADEMIC ACHIEVEMENT		
	CRITERION A: Knowing and Understanding	6
	CRITERION B: Inquiring and Designing	
	CRITERION C: Processing and Evaluating	5
	CRITERION D: Reflecting on the Impacts of Science	
APPROACHES TO LEARNING		
	Self-management	M

Midterm Progress Report - Fridley Public School District

Fridley High School An IB World School - 17-18 - Term 1

DP Math Studies SL A --- Nalepka, D --- daniel.nalepka@fridley.k12.mn.us		In-Progress Score
ACADEMIC ACHIEVEMENT		
	CRITERION A: Knowing and Understanding	6
	CRITERION B: Communicating	
APPROACHES TO LEARNING		
	Self-management	M

Food Technology: Foods 2 --- Greenhalgh, K --- kelli.greenhalgh@fridley.k12.mn.us		In-Progress Score
ACADEMIC ACHIEVEMENT		
	CRITERION A: Inquiring and Analyzing	6
	CRITERION B: Developing Ideas	6
	CRITERION C: Creating the Solution	5
	CRITERION D: Evaluating	4
	CRITERION E: Knowing and Understanding	6
APPROACHES TO LEARNING		
	Self-management	M

PE 3 --- Lowry, A --- alisa.lowry@fridley.k12.mn.us		In-Progress Score
ACADEMIC ACHIEVEMENT		
	CRITERION A: Knowing and Understanding	3
	CRITERION B: Planning for Performance	8
	CRITERION C: Applying and Performing	
	CRITERION D: Reflecting and Improving Performance	
APPROACHES TO LEARNING		
	Self-management	M

Fridley High School

Parent Guide to Grading and Reporting



What is standards-based (criterion-related) grading?

- Standards-based (criterion-related) grading:
- Measures student learning against predetermined standards and objectives
 - Teachers work collaboratively to design rigorous assessments that align the content of state/national standards with IB objectives.
 - Based on evidence collected through a variety of learning experiences
 - Measures learning over time with a focus on growth
 - Separates academic and non-academic factors
 - Supports learning by allowing for reassessment



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

Why standards-based (criterion-related) grading?

- ACCURATE** reporting of learning
- CLEAR** and **CONSISTENT** expectations for students
- MEANINGFUL** reporting identifying strengths and areas for growth
- SUPPORTIVE** of learning through reassessment
- ALIGNMENT** of assessment and reporting practices in Fridley Public Schools



What is the Academic Achievement Grading Scale?

In standards-based (criterion-related) grading, student work is scored on an equal-interval scale. Fridley High School will use a 0 – 8 scale for all major assessments in all classes.



For each assessment, students will receive a rubric that contains a description of each level of performance. This rubric will clearly define the expectations for that assessment. Some assessments will evaluate students on more than one criterion. In that case, students will receive a separate score for each criterion.

Will there be a letter grade?

YES—there will be a letter grade. At the end of the term, criteria scores will be converted to a letter grade. Students must show evidence of learning in all criteria for each subject.

8	Excelling	A
7		A
6	Mastering	B+
5		B
4	Progressing	C+
3		C
2	Beginning	D+
1		D
0	No Evidence	F

Detailed feedback about student progress will be available through progress reports, parent portal, and conferences.

What are approaches to learning skills?

Approaches to learning skills are skills that support learning in all subject areas:

*Participation Collaboration Persistence Research skills
 Organization Thinking skills Attitude Communication skills
 Mindfulness Prepared for class Self-management*

- Receiving feedback with respect to these skills is important.
- However, including these skills in the academic score may affect the accuracy of that score—the academic score will reflect only the progress toward mastery of standards and objectives.
- Therefore, **Approaches to Learning Skills** will be reported separately on the report card using the following scale:

Exceeds Expectations
Meets Expectations
Partially Meets Expectations
Does Not Meet Expectations



What will the report card look like?

Physical Education 10		
Academic Achievement	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
END OF TERM GRADE	B	B+
Approaches to Learning Skills		
Self-management	P	M
COMMENTS:		

What about homework?

- 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 and the most recent, consistent evidence.
- takes into consideration that all students do not learn at the same rate and should not be penalized for requiring additional time.

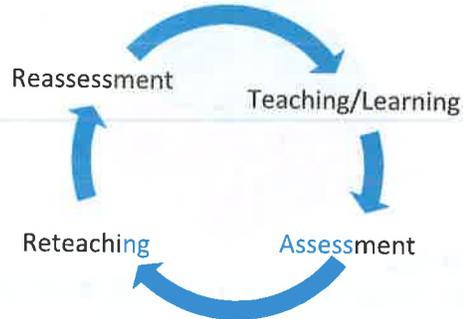
What about incompletes?

- This grade is temporarily awarded at the end of a semester in the event that a student has not completed the required work for the class as a result of extenuating circumstances (illness, family emergency, funeral, etc.)
- Truancy, vacation, or failure to complete work on time are not considered extenuating circumstances.
- If a student receives an “I” at the end of a semester, they will have two weeks to submit missing work for consideration. After two weeks, the “I” will be converted to the appropriate score based on the work submitted.

How can I improve my score?

The goal for each course is to ensure that students master the essential learning. Any effort to raise a student’s score will be aligned with that same goal. A key component of standards-based assessment is the **opportunity to reassess**. Since a test or project is a snapshot in time and can be impacted by many factors, students will be given additional opportunities to demonstrate their learning.

- Students should meet with their teacher to create a plan to relearn the material and establish a time to reassess.
- If a student demonstrates a higher level of mastery, the new score will replace the old score.
- The score is based on the most recent evidence.
- Since the goal is to improve mastery of the content or skills, extra credit is not used in evaluation of the learning.
- A general guideline is that all reassessments should be completed within two weeks after the end of the unit.



How is course credit determined?

- At each semester reporting period, students will receive a final score for each criterion.
- Students must demonstrate evidence of understanding in **all objective categories**.
- Students must assess **and** earn a **score in each criterion** during a term in order to earn course credit.

QUESTIONS?

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The Success of Every Student Matters



For additional information about grading and reporting:

www.fridley.k12.mn.us

Grading and Reporting Revision Timeline

2012-13

- K-12 teacher teams attend Gusky training on standards-based reporting
- Review of state content standards to determine K-4 grade level outcomes
- Discussions with K-4 teams to set up format and self-management components
- K-4 grade level team review and feedback for revisions
- Begin development of K-4 grade level indicators by term

2013-14

- K-4 grade level team review of revisions
- Complete development of K-4 grade level indicators by term
- Parent review and feedback sessions
- Begin format and input programming in CAMPUS
- Review of state content standards to determine secondary outcome statements

2014-15

- K-4 report card shared with parents for semesters (January and June) – progress reporting and conferencing with parents November and March)
- 5-8 review assessment, grading and reporting practices-alignment with MYP criteria
- 5-8 format and design development and review
- 9-12 assessment and grading practices discussions

2015-16

- K-4 report card delivered at semester (January and June) – progress reporting and conferencing with parents November and March)
- 5-8 build power standards and finalize
- 5-8 pilot group work on assessment and grading practices
- 5-8 format design development and review
- 5-8 parent review and feedback sessions
- 5-8 format and input programming in CAMPUS

2016-17

- 5-8 school-wide implementation of grading practices and delivery of report card format
- 9-12 format design and determination of assessment practices
- 9-12 pilot group work on assessment and grading practices
- 9-12 format and input programming in CAMPUS

2017-18

- 9-12 school-wide implementation grading practices and delivery of report card format
- 5-8 updated format and progress reporting tool from Campus
- K-4 review grading and assessment practices

2018-19

- K-4 update grade level assessment rubrics and realign practices
- Explore standards-based gradebook options (possible pilot group)
- Revise progress reporting tools as needed

STANDARDS BASED PRACTICES

- Articulate content standards
- Document written curriculum (mapping)
- Use instructional materials to support curriculum not dictate it

instruction

- > Backward designed lessons aligned to clearly stated outcome/objective
- > Student-centered
- > Growth mindset
- > Culturally responsive
- > Differentiation/scaffolding
- > Inquiry focused
- > Self-management and collaboration skills
- > Data to inform instruction (formative assessment)

assessment

- > Aligns directly to standards or outcomes through backward design
- > Requires application, synthesis and evaluation levels of cognition
- > Provides timely feedback to students
- > Defines and demonstrates levels of performance for students
- > Includes authentic and performance task
- > Offers student choice and ownership

grading

- > Focuses on level of achievement of a standard or learning outcome
 - > Reports non-academic factors separately from academic achievement
- > Provides multiple opportunities to demonstrate learning
- > Defines levels of performance for success for students
- > Utilizes an equal interval scale aligned to levels of performance
- > Uses central tendency rather than mean to determine scores

The International Baccalaureate continuum framework provides guidance, tools, and structures for a standards-based system

Standards-Based Practices

Standards-based practices represent a framework committed to the learning of every child based on vertically aligned content standards utilizing instruction focused on student engagement, assessments requiring high levels of thinking, and grading that emphasizes growth and levels of mastery separate from work ethic, effort, quantity and time.

For a standards-based environment to be successful, the organization has three main constructs in place:

- Academic standards (criterion) that have been reviewed and articulated to show leverage, endurance and readiness, also known as “power standards;”
- Written curriculum mapped to provide vertical alignment and documented guide for teachers in all content areas; and
- Instructional materials that do not dictate written curriculum, but are selected to support the mapped curriculum and provide opportunities for students to engage in thoughtful evaluation of purpose, perspective, point of view and bias.

After the standards movement of the 90’s, education institutions have reflected on their historically industrialized practices in order to respond to the 21st century need for information and knowledge-based citizens. Standards-based practices ask students, parents and educators to shift from setting expectations of time, completion, recall and comprehension for success to creating classroom environments that can compete with the consistent onslaught of easily accessible information, ideas and distractions to engage students in analysis and evaluation, and push students to be not just consumers but also participants in and producers of content and innovation.

To meet this challenge, educators are shifting and evolving their practices and how they think about and engage in the three foundations of classroom practice: instruction, assessment and grading.

Standards-based instruction puts the emphasis on being student-centered rather than teacher centered in its practices. Teachers approach the classroom committed to guiding students to own and direct their learning and promoting a growth mind-set for building persistence and resilience. Teachers clearly state and prominently display learning outcomes and big/central ideas for each and every lesson. Units and lessons use backward design methodology to guarantee alignment to objectives and assessments. Classrooms utilize culturally responsive strategies in organization, management and grouping to ensure that there is not only acknowledgement of multiple perspectives, but also equitable access in all learning activities. Differentiation and scaffolding to support learners in achieving grade-level mastery of outcomes is vital rather than tracking students into limiting pathways. Formative assessments are an integral part of the daily instruction as a means for teachers to gauge progress and adjust instructional planning and delivery, as well as provide timely feedback for students on their own skills, understanding and progress. Instructional strategies actively engage students in learning and as a learner in order to develop the attitudes and behaviors that lead to high levels of learning such as motivation, self-direction, and personal responsibility for their own learning.

- Student-centered

- Growth mindset
- Culturally responsive
- Backward design aligned to clearly stated outcome/objective
- Differentiation/scaffolding
- Self-management and collaboration skills
- Data to inform instruction (formative assessment)

Standards-based assessment practices are keenly focused on the alignment of the assessment to the stated outcomes or standards and use backward design to achieve that alignment. Formative assessments are part of the framework for daily instruction and offer evidence of growth and skill readiness for more comprehensive and rigorous summative work. All summative assessment can be tied directly to the standards and require that students demonstrate application of the learning in new and varied situations. In addition to the clear-cut alignment, standards-based assessments are formatted and presented requiring students to show higher order thinking beyond recall and comprehension. The easy access to facts, formulas, and data requires that 21st century learners move beyond recalling or finding, to evaluation of the avalanche of information to determine bias, perspective, authenticity, and applicability. Summative assessments are designed to address these realities of the information age and expect students to appropriately use all tools available to create content that articulates their thinking and reflects the ability to place the learning into a meaningful and relevant context of today's world. Additionally, teachers need to ensure students can articulate what they are learning and describe the performance expected of them. This can be accomplished by providing descriptions with formative assessments, scoring guides, scales, checklists, rubrics, exemplars, or other measures of mastery for grade-level expectations. To support equity for all students, descriptions of mastery should be consistent within grade levels or departments and across a district as well as calibrated with other measures of performance to ensure precision and accuracy. This supports teachers in maintaining high expectations for students to reduce the potential for quality drift and provides students with clarity regarding what they are expected to learn and demonstrate at a mastery level.

- Align directly to standards/outcomes through backward design
- Require application, synthesis and evaluation levels of cognition
- Provide timely feedback to students
- Define and demonstrate levels of performance for students
- Include authentic and performance task
- Offer student choice and ownership

Standards-based practices in grading are rooted in a belief that grades are fair (students with the same performance receive the same grade), accurate (grade reflects the actual academic performance of the student), and specific (students and parents know exactly what learning is required for students to improve). This standards-based approach is a move from assigning grades based on work completion/individual assignment, to reporting grades as an indicator of a student's level of mastery of a standard or learning objective. When the goal is mastery of standards, it doesn't matter that students might not complete exactly the same assignments or exactly the same number of assignments because

the focus is on what the student is learning rather than how much the student is doing. This student-centered approach still holds the students accountable for work they need to do to make progress, but it leaves teachers free to individualize and release students from the chore of doing assignments for the sole purpose of protecting their final grade.

In standards-based grading, academic work is reported separately from self-management or work ethic. One key idea in standards-based grading is that the grade/score will report only a student's learning of the academic content in the standard or learning objective, not the amount of time, effort or work ethic related to demonstrating that learning. These approaches to learning and self-management skills are integral to student success and college- and career-readiness and are reported to families in addition to the academic achievement.

Standards-based grading/reporting intersects with instructional practices as teachers determine how to manage and account for homework/practice activities. In a standards-based classrooms practice work is designed to be opportunities for students to improve skills and practice them independently. It is not intended to replace assessment or be graded or accounted for with the same value as summative assessments.

It is valuable to establish an agreed upon, equal interval scale with defined levels of performance rather than a tally of work completed within a set time to determine a course or unit grade. Scale for achievement and management of the work avoids situations of hopelessness or "no return from failure" scenario for students.

What is included in the academic score/grade is clearly articulated to students and families. Grades/scores are not calculated, but are determined by the teacher using the academic evidence provided by the student and are a reflection of what the student's current level of performance and achievement.

- Reports non-academic factors separately from academic achievement
- Allows multiple opportunities to demonstrate learning
- Focus on level of achievement of a standards or learning outcomes
- Defines levels of performance for success for students
- Utilizes an equal interval scale aligned to levels of performance
- Uses central tendency rather than mean to determine scores

What is a Power Standard?

The term **power standards** refers to a subset of learning standards that educators have determined to be the highest priority or most important for students to learn. In most cases, power standards are developed or selected at the school level by administrators and teachers. All fifty states have developed or adopted extensive lists of content-area standards that define, in great detail, the knowledge and skills that students are expected to learn in all major subject areas and all grade levels (kindergarten through twelfth grade). But on a practical level, it is often impossible for teachers to cover every academic standard over the course of a school year, given the depth and breadth of state learning standards.

Power standards, therefore, are the prioritized academic expectations that educators determine to be the most critical and essential for students to learn, and—in schools that use power standards—courses and learning experiences are designed to emphasize power-standards content and ensure that, at the very least, students learn the content specified in the power standards. It is important to note that power standards do not preclude the teaching of other standards—they merely determine the highest-priority material. For this reason, power standards may be limited to only a handful of standards, but these standards will typically require students to acquire and demonstrate strong understanding of a complex subject or sophisticated skill. For example, understanding the scientific method and applying it in diverse scientific situations might be an example of a power standard identified by schools.

The educators and authors Larry Ainsworth and Douglas Reeves are widely considered to have coined the term “power standards.” In Ainsworth’s 2003 book, *Power Standards: Identifying the Standards that Matter the Most*, he defines the concept and outlines a variety of strategies schools could use to select or create power standards. Reeves wrote the foreword. The book proposes three criteria for selecting power standards:

- **Leverage:** Standards that focus on knowledge and skills used in multiple academic disciplines (such as writing grammatically and persuasively or interpreting and analyzing data).
- **Endurance:** Standards that focus on knowledge and skills that will be relevant throughout a student’s lifetime (such as learning how to read or how to interpret a map).
- **Readiness:** Standards that focus on the knowledge and skills necessary for students to succeed in the next level or the next sequential course in an academic subject (such as understanding algebraic functions before taking geometry or calculus, which require the use of algebra).

“While academic standards vary widely in their specificity and clarity, they almost all have one thing in common: there are too many of them,” Reeves wrote in 2005.

“Given the limited time you have with your students, curriculum design has become more and more an issue of deciding what you won’t teach as well as what you will teach. You cannot do it all. As a designer, you must choose the essential.” Heidi Hayes Jacobs, 1997

Guiding Questions for Identifying Power Standards

- Which standards are critical for our students to know and understand?
- Which standards – according to our state assessment data – do we especially need to emphasize?
- Which standards represent concepts and skills that endure?

According to Larry Ainsworth's book, *"Unwrapping" the Standards* (2003)
Power standards typically meet three criteria:

1. **Leverage:** Will this standard give students significant and positive results, across multiple content areas beyond the current discipline?

Power standards have leverage: success in a power standard is also likely to yield success in other academic subjects. For example, there is substantial evidence that when students are successful in nonfiction writing, they also do well in math, reading comprehension, science, and social studies. Will this standard provide students with knowledge and skills that will be of value beyond a single test date?

2. **Endurance:** Will this standard provide students with knowledge and skills that will be of value beyond the unit and completion of current school year?

Power standards endure. Students who grasp a power standard will gain knowledge and skill that they can use for years, rather than knowledge with value evaporating within minutes of the conclusion of a state test.

3. **Readiness:** Will this provide students with essential knowledge and skills necessary for success in the next grade or level of instruction within the same discipline? What do the folks at the next level indicate students need to succeed?

Power standards are essential for the next level of learning. If you were to ask a harried teacher, "What you give up from your curriculum?" then the most likely answer would be, "Nothing—everything I do is important." But, if you were to ask the same teacher what knowledge and skills students from the previous grade would be required to have in order to enter her class prepared and ready to learn, the teacher would probably produce a brief, focused list of knowledge and skills that students should have mastered rather than replicate a list of academic content standards. Though teachers may not use the label "power standards," they intuitively know that some standards are more important than others: these are the ideal standards to both drive and focus the curriculum.

FRIDLEY GRADE KD K-4 STANDARDS-BASED REPORT CARD 2016-2017

Student: _____
 School: Hayes Elementary
 Teacher: Crenshaw, Margaret A

ATTENDANCE		
Term	1	2
Days Present	73	72.5
Days Absent	14.0	12.5
Periods Tardy	2	0

Academic Performance Level for Standards		Score
Name		E
Exceeds Standards		M
Partially Meets Standards		P
Does Not Meet Standards		N
Not Assessed		N/A

Academic Performance Level for Self-Management/Social Skills		Score
Name		E
Exceeds Expectations		M
Progressing		P
Needs Improvement		N

READING		
		Term
	1	2
Independent Reading Level	P	E
<i>Term 1 Comments: is doing a great job. The reason he did not meet is because he can't know the vocabulary in some of the harder books.</i>		
<i>Term 2 Comments: Level G</i>		
Comprehension and Response	M	M
Phonics and Word Recognition	M	E
<i>Term 1 Comments: Really proud of how much letter/sound knowledge as!</i>		

WRITING		
		Term
	1	2
Types of Writing	M	M

WRITING		
		Term
	1	2
Grammar, Usage, and Mechanics	M	E
<i>Term 2 Comments: Very attentive to details</i>		

MATHEMATICS		
		Term
	1	2
Number and Operation	M	M
Algebra	E	M
Geometry and Measurement	M	M

ART		
		Term
	1	2
Identifies and applies elements of art	M	M
Self-Management and Social Skills	M	M

MEDIA LITERACY		
		Term
	1	2
Applies literacy skills to various texts	M	M
Performs basic computer operations	M	M
Self-Management and Social Skills	M	M

MUSIC		
		Term
	1	2
Identifies and Applies a Knowledge of Musical Elements	M	M
Uses singing voice	M	M
Self-Management and Social Skills	M	M

PHYSICAL EDUCATION		
		Term
	1	2
Motor Skills	M	M
Fitness	M	M
Self-Management and Social Skills	M	E

SPANISH		
		Term
	1	2
Develops recognition of vocabulary	N/A	N/A
Self-Management and Social Skills	N/A	N/A

UNITS OF INQUIRY		
		Term
	1	2
WHO WE ARE		
We are all alike and we are all different	N	
WHERE WE ARE IN PLACE AND TIME		
People around the world celebrate for different reasons.		M
HOW WE EXPRESS OURSELVES		
Authors write to express their ideas, feelings, and information.		M
HOW THE WORLD WORKS		
Living things use senses to explore and learn about the world.	M	
HOW WE ORGANIZE OURSELVES		
People and their jobs provide goods and services to help communities.		P
SHARING THE PLANET		
Resources allow living things to survive.		M

SELF-MANAGEMENT AND SOCIAL SKILLS		
		Term
	1	2
Organizes work and belongings	M	M
Participates in class activities	M	M
Shows effort in classroom work	E	E
<i>Term 2 Comments: Works very hard.</i>		
Responds positively to correction	M	M
Listens and follows directions	M	P
Shows respect for self and others	M	P
Works independently	M	M
Works collaboratively with others	M	M

KINDERGARTEN OUTCOME SUMMARY STATEMENTS: Semester 1

This report card gives parents and families a snapshot of a student's progress at different times during the school year. The skills and content listed below give a more detailed explanation of the report card categories and represent the learning outcomes taught in semester 1.

Reading

Comprehension and Response

- Identify fiction and non-fiction texts
- Identify characters and settings
- Sequence events in a familiar story

Phonics and Word Recognition

- Name all uppercase and lowercase letters of the alphabet
- Produce sound for each letter of the alphabet
- Recognize rhyming words
- Read common high-frequency words by sight

Writing

Types of Writing

- Write about events using a combination of drawing, dictating, and writing

Grammar, Usage, and Mechanics

- Uses a capital letter at the beginning of a sentence and punctuation at the end

Mathematics

Number and Operation

- Recognize how many objects are in a set
- Read whole numbers from 0 to at least 10
- Write whole numbers from 0 to at least 10
- Represent whole numbers from 0 to at least 10
- Order numbers from 0 to at least 10
- Count forward to at least 20
- Count back from 10

Algebra

- Identify, create, and extend patterns

Geometry & Measurement

- Recognize two-dimensional shapes
- Sort objects using characteristics such as shape, size, color, and thickness

KINDERGARTEN OUTCOME SUMMARY STATEMENTS: Semester 2

*This report card gives parents and families a snapshot of a student's progress at different times during the school year.
The skills and content listed below give a more detailed explanation of the report card categories and represent the learning outcomes taught in semester 2.*

Reading

Comprehension and Response

- Identify fiction and non-fiction texts
- Identify characters and settings
- Sequence events in a familiar story
- Identify a problem and solution in a familiar story
- Make a connection to a familiar story

Phonics and Word Recognition

- Name all uppercase and lowercase letters of the alphabet
- Produce sound for each letter of the alphabet
- Recognize and produce rhyming words
- Read common high-frequency words by sight
- Segment and blend beginning, middle, and ending sounds

Writing

Types of Writing

- Write about opinions using a combination of drawing, dictating, and writing

Grammar, Usage, and Mechanics

- Write a sentence using a capital letter at the beginning, punctuation at the end, spacing between words, and phonetic spelling

Mathematics

Number and Operation

- Read whole numbers from 0 to at least 31
- Write whole numbers from 0 to at least 31
- Represent whole numbers from 0 to at least 31
- Count forward to at least 31
- Count back from 20
- Compare numbers from 0 to 31
- Order numbers from 0 to 31
- Use objects/pictures to add numbers between 0 and 10
- Use objects/pictures to subtract numbers between 0 and 10
- Find 1 more and 1 less than a given number

Algebra

- Identify unknown number partners (3 and 4 are partners of 7, 5 and 2 are partners of 7, etc.)

Geometry & Measurement

- Recognize two and three-dimensional shapes
- Compare and order objects according to size

FRIDLEY GRADE 04 K-4 STANDARDS-BASED REPORT CARD 2016-2017

Student: _____
 School: Hayes Elementary
 Teacher: Schmidt, Michael J

ATTENDANCE	
Term	2
Days Present	83
Days Absent	4.0
Periods Tardy	3

Academic Performance Level for Standards	
Name	Score
Exceeds Standards	E
Meets Standards	M
Partially Meets Standards	P
Does Not Meet Standards	N
Not Assessed	N/A

Academic Performance Level for Self-Management/Social Skills	
Name	Score
Exceeds Expectations	E
Meets Expectations	M
Progressing	P
Needs Improvement	N

MATHEMATICS	
	Term
	1
	2
Number and Operation	M
Algebra	M
Geometry and Measurement	M
Data Analysis	M

ART	
	Term
	1
	2
Analyzes art from a variety of cultures	M
Identifies and applies elements and principles of art	M
Self-Management and Social Skills	M

MEDIA LITERACY	
	Term
	1
	2
Applies literacy skills to various texts	P
Performs basic computer operations	P
Self-Management and Social Skills	M

MUSIC	
	Term
	1
	2
Identifies and Applies a Knowledge of Musical Elements	P
Sings in parts & reflects on performance	M
Demonstrates Musicianship on Recorder Individually	M
Self-Management and Social Skills	M

PHYSICAL EDUCATION	
	Term
	1
	2
Motor Skills	M
Fitness	M
Self-Management and Social Skills	E

SPANISH	
	Term
	1
	2
Recognizes vocabulary verbally and visually	N/A
Applies vocabulary through speaking and writing	N/A
Self-Management and Social Skills	N/A

UNITS OF INQUIRY	
	Term
	1
	2
WHO WE ARE	
EXHIBITION	M
WHERE WE ARE IN PLACE AND TIME	
People create and use maps for a variety of purposes.	M
HOW WE EXPRESS OURSELVES	
Stories can be told from different perspectives.	M
HOW THE WORLD WORKS	
Electricity and magnetism are natural forces with predictable behaviors.	M
HOW WE ORGANIZE OURSELVES	
Location defines the way people live.	M
<i>Term 1 Comments: We are in the process of studying US regions.</i>	
SHARING THE PLANET	
Earth materials transform and are interconnected.	M

SELF-MANAGEMENT AND SOCIAL SKILLS	
	Term
	1
	2
Organizes work and belongings	M
Completes assignments / homework on time	P
Shows commitment to learning	P
Listens and follows directions	M
Shows respect for self and others	E
Works independently	M
Works collaboratively with others	M

READING	
	Term
	1
	2
Comprehension and Response	M
Phonics and Word Recognition	P
Fluency	M

WRITING	
	Term
	1
	2
Planning, Implementation, and Process	M
Types of Writing	M
Grammar, Usage, and Mechanics	M

GRADE 4 OUTCOME SUMMARY STATEMENTS: Semester 1

This report card gives parents and families a snapshot of a student's progress at different times during the school year. The skills and content listed below give a more detailed explanation of the report card categories and represent the learning outcomes taught in semester 1.

Reading

Comprehension and Response

- Describe in depth a character, the setting, event, or main idea from the story
- Identify sequence of events
- Identify cause and effect
- Identify and analyze author's purpose
- Identify stated and unstated main idea
- Determine text importance
- Summarize, compare and contrast similar themes and events in stories
- Refer to details from a text when drawing inferences
- Locate information and use grade appropriate reference materials
- Compare two texts on the same topic and integrate information

Phonics and Word Recognition

- Use combined knowledge of all letter sounds word patterns, and structure to accurately read unfamiliar multisyllabic words
- Acquire, understand, and use new vocabulary words through explicit instruction and independent reading

Fluency

- Read aloud on-level text with purpose, appropriate rate, accuracy, and expression

Writing

Planning, Implementation, and Process

- Develop and strengthen writing by planning, revising, and editing

Types of Writing

- Write multiple paragraph compositions with introductions, supporting details, and conclusions
- Write in a variety of genres (Personal Narratives, Book Reviews, Science Fiction)

Grammar, Usage, and Mechanics

- Communicate in complete sentences using proper spelling, capitalization, punctuation
- Independently edit writing to correct common spelling errors
- Use interesting vocabulary and details

Mathematics

Number and Operations

- Demonstrate fluency with multiplication and division facts
- Multiply a number by 10, 100 and 1000
- Multiply multi-digit numbers
- Estimate products and quotients of multi-digit whole numbers
- Solve multi-step problems requiring the use of addition, subtraction

Algebra

- Create and use input-output rules involving addition, subtraction to solve problems
- Represent, interpret, and solve number sentences involving addition, subtraction and unknowns

Geometry and Measurement

- Describe, classify, and sketch triangles and quadrilaterals
- Measure angles with a protractor or angle ruler
- Compare and classify angles according to size
- Understand that area can be found by counting the number of same sized square units that cover a shape
- Find the area of geometric figures that can be divided into rectangular shapes

Data Analysis

(Not assessed in Semester 1)

GRADE 4 OUTCOME SUMMARY STATEMENTS: Semester 2

This report card gives parents and families a snapshot of a student's progress at different times during the school year. The skills and content listed below give a more detailed explanation of the report card categories and represent the learning outcomes taught in semester 2.

Reading

Comprehension and Response

- Identify cause and effect
- Distinguishing and evaluating fact and opinion within a text
- Identify and evaluating author's purpose
- Make predictions and draw conclusions
- Summarize, compare and contrast similar themes and events in stories
- Refer to details from a text when drawing inferences
- Locate information and use grade appropriate reference materials
- Understand and use similes, metaphors, and idioms

Phonics and Word Recognition

- Use combined knowledge of all letter sounds word patterns, and structure to accurately read unfamiliar multisyllabic words
- Acquire, understand, and use new vocabulary words through explicit instruction and independent reading

Fluency

- Read aloud on-level text with purpose, appropriate rate, accuracy, and expression

Writing

Planning, Implementation, and Process

- Develop and strengthen writing by planning, revising, and editing

Types of Writing

- Write multiple paragraph compositions with introductions, supporting details, and conclusions
- Write in a variety of genres (Informational, Procedural)

Grammar, Usage, and Mechanics

- Communicate in complete sentences using proper spelling, capitalization, punctuation
- Independently edit writing to correct common spelling errors
- Use interesting vocabulary and details

Mathematics

Number and Operations

- Demonstrate fluency with multiplication and division facts
- Multiply a number by 10, 100 and 1000
- Multiply multi-digit numbers, including standard algorithms
- Estimate products and quotients of multi-digit whole numbers
- Solve multi-step problems requiring the use of multiplication and division of multi-digit numbers
- Divide multi-digit whole numbers by one or two digit numbers
- Represent equivalent fractions using fraction models
- Locate fractions on a number line
- Use fraction models to add and subtraction fractions with like denominators
- Read and write decimals and fractions with words and symbols
- Compare and order decimals, fractions and whole numbers
- Round decimals to the nearest tenth

Algebra

- Create and use input- output rules involving addition, subtraction, multiplication, and division to solve problems
- Represent, interpret, and solve number sentences involving multiplication, division and unknowns
- Graph an equation or a function on a coordinate grid

Geometry and Measurement

- Understand base-ten structure of the place-value system of the metric system
- Identify compare and contrast three-dimensional figures
- Find the surface area of a rectangular and triangular prisms

Data Analysis

- Use tables, bar graphs, timeline, and Venn diagrams to display data sets

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	Approaches to Learning Skills																		
<p>Academic Achievement is reported using an equal interval scales of 0 – 8 and reflects mastery of objectives and standards.</p> <table border="1"> <tr><td>8</td><td>Excelling</td></tr> <tr><td>7</td><td></td></tr> <tr><td>6</td><td>Mastering</td></tr> <tr><td>5</td><td></td></tr> <tr><td>4</td><td>Progressing</td></tr> <tr><td>3</td><td></td></tr> <tr><td>2</td><td>Beginning</td></tr> <tr><td>1</td><td></td></tr> <tr><td>0</td><td>No evidence</td></tr> </table> <p>Rubrics</p>	8	Excelling	7		6	Mastering	5		4	Progressing	3		2	Beginning	1		0	No evidence	<p>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:</p> <ul style="list-style-type: none"> 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.
8	Excelling																		
7																			
6	Mastering																		
5																			
4	Progressing																		
3																			
2	Beginning																		
1																			
0	No evidence																		

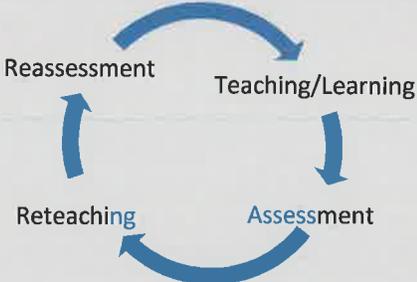
What does the report card look like?

Report Card Example:

Physical Education 8		
Academic Achievement	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		
Work Completion	M	M
Self-management	P	M
Collaboration	M	E
COMMENTS:		

How do I learn?

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?	
<p>Formal Reporting</p> <p>Report Cards:</p> <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. <p>Progress Reports:</p> <ul style="list-style-type: none"> A progress report will be mailed home at the end of quarter one and quarter three. 	<p>Continuous Reporting</p> <ul style="list-style-type: none"> Teachers will issue periodic progress reports throughout each semester. Progress will be share at conferences. Parents/guardians may check progress anytime through a parent portal account.
<p>Will there be an overall score?</p> <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. 	<p>How can I improve my score?</p> <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. <u>Teachers will provide additional opportunities for students to demonstrate their learning.</u> <u>Students must take responsibility to meet with their teacher to create a plan to relearn the material and establish a time to reassess.</u> 
<p>What about homework? (Practice)</p> <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. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <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>	<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.

QUESTIONS?

Amy Cochran, Principal

Danielle Peterson, Assistant Principal

Carol Neilson, IB MYP Coordinator

763-502-5401

763-502-5403

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carol.neilson@fridley.k12.mn.us



Everybody Learns Every Day



For additional information about grading and reporting:
www.fridley.k12.mn.us

Student:	_____
School:	Fridley Middle School
Teacher:	Meier, K

ATTENDANCE		
Term	S1	S2
Days Present	83.3	82.3
Days Absent	2.69	2.66
Periods Tardy	7	7

Academic Performance Level for Academic Achievement										
Name	Excelling	Excelling	Mastering	Mastering	Progressing	Progressing	Beginning	Beginning	No Evidence	Not Assessed
Score	8	7	6	5	4	3	2	1	0	NA

Academic Performance Level for ATL				
Name	Exceeds expectations	Meets expectations	Partially meets	Does not meet expectations
Score	E	M	P	D

AUTOMATION AND ROBOTICS		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Inquiring and analyzing		6
Criterion B: Developing ideas		6
Criterion C: Creating the solution	6	6
Criterion D: Evaluating	6	6
APPROACHES TO LEARNING SKILLS		
Self-management	M	M
Work completion	M	P
Collaboration		
Computer Skills		

CHINESE 2		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Comprehending spoken and visual text	7	6
Criterion B: Comprehending written and visual text	6	7
Criterion C: Communicating	6	7
Criterion D: Using language	6	7
APPROACHES TO LEARNING SKILLS		
Self-management	M	E
Work completion	M	E
Collaboration	E	E
<i>Term 2 Comments: Teacher: Nordin --- Thank you for giving me this privilege to teach your wonderful child! I really enjoying _____ in my Chinese Level 2 class, he is a hard-working and self-disciplined young man, I have thoroughly enjoyed having him in my class this year and he should have much success next school year. Best wishes for a great adventure ahead. Don't forget to come back and visit! If you have any question, please contact me by email: nordin@isd14.org I will be checking email occasionally and will respond to urgent matters. Thank you for a</i>		

CHINESE 2		
	Term	
	S1	S2
<i>great school year and have a great summer. ---</i>		

CHOIR 8		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Knowing and understanding	7	6
<i>Term 2 Comments: I hope to see you in choir next year!</i>		
Criterion B: Developing skills	6	6
Criterion C: Thinking creatively	NA	7
Criterion D: Responding	7	6
APPROACHES TO LEARNING SKILLS		
Self-management	M	M
Work completion	M	M
Collaboration	M	M
<i>Term 2 Comments: I hope to see you in choir next year!</i>		

GEOMETRY 9		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Knowing and understanding	6	6
Criterion B: Investigating patterns	7	7
Criterion C: Communicating	3	5
Criterion D: Applying mathematics in real-life contexts	6	7
Numbers and Operations		NA
Algebra		6
Geometry	5	7
Data		NA
APPROACHES TO LEARNING SKILLS		

GEOMETRY 9		
	Term	
	S1	S2
Self-management	M	M
Work completion	M	E
Collaboration	E	M
<i>Term 2 Comments: Good luck in HS!</i>		

GLOBAL STUDIES		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Knowing and understanding	6	6
Criterion B: Investigating	6	6
Criterion C: Communicating		6
Criterion D: Thinking critically	5	5
APPROACHES TO LEARNING SKILLS		
Self-management	M	M
Work completion	M	E
Collaboration	M	M
<i>Term 2 Comments: Have a great summer! Good luck in High School!</i>		

HEALTH 8		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Knowing and understanding	7	6
Criterion B: Planning and performance	NA	6
Criterion C: Applying and performing	NA	NA
Criterion D: Reflecting and improving performance	NA	6
APPROACHES TO LEARNING SKILLS		
Self-management	M	M
Work completion	M	M
Collaboration	M	M

LANGUAGE & LIT 8		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Analyzing	NA	6
Criterion B: Organizing	6	6
Criterion C: Producing text	6	6
Criterion D: Using language	NA	6
APPROACHES TO LEARNING SKILLS		
Self-management	M	M
Work completion	M	M
Collaboration	M	M

PHY ED 8		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Knowing and understanding	5	7
Criterion B: Planning and performance	NA	8
Criterion C: Applying and performing	7	7
Criterion D: Reflecting and improving performance	NA	7
APPROACHES TO LEARNING SKILLS		

PHY ED 8		
	Term	
	S1	S2
Self-management	M	M
Work completion	E	M
Collaboration	M	M
<i>Term 2 Comments: Hard Worker. Always on Task. Respectful</i>		

SCIENCE 8		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Knowing and understanding	6	5
Criterion B: Inquiring and designing	5	7
Criterion C: Processing and evaluating	5	6
Criterion D: Reflecting on the impact of science	NA	5
Practice of Science	7	7
Earth Structures	5	5
Universe	NA	5
APPROACHES TO LEARNING SKILLS		
Self-management	M	M
Work completion	M	M
Collaboration	M	M

HOMEROOM		
	Term	
	S1	S2
APPROACHES TO LEARNING SKILLS		
Self-management	M	E
<i>Term 2 Comments: You have been a wonderful addition to our TIGER GRIT homeroom. Thank you for all your hard work all year. 100 Tiger GRIT's to you!!!!</i>		
Work completion	M	
Collaboration	M	

Fridley Middle School
 6100 West Moore Lake Drive
 Fridley, MN 55432
 (763)502-5400

2015 - 2016 Report Card
 Grade: 07 Student ID: _____

GPA Summary:

Cumulative GPA	Term GPA	Q1	Q2	Q3	Q4
3.826		3.896	3.751	3.771	3.864

Attendance Summary:

Q1		Q2		Q3		Q4		Total	
Absent	Tardy								
0.32	0	1.53	2	0.93	0	0.16	1	2.94	3

Grade Report:

Course	Task	Q1	Q2	Q3	Q4
HR) 6780-19 HOMEROOM [Kupcho, J]	Quarter Grade	S+	S+	S+	S+
4) 7051-2 WAH 7 [Anderson, T]	Full Year Final Grade				A
	Quarter Grade	B	B+	B	A
4) 7060-7 Design and Modeling [Hron, James]	Quarter Grade	A	A	A	A
	<i>Term 4 Comments: Inquiring and Analyzing: 7 Developing Ideas: 6 Creating the Solution: 6 Evaluating: 5</i>				
3) 7090-5 Phy Ed 7 [Hron, Ann W]	Full Year Final Grade				A
	Quarter Grade	A	A	A	A
3) 7091-2 Health 7 [Fangel, H]	Full Year Final Grade				A
	Quarter Grade	A	A	A	A
6) 7111-6 Language A [Sailer, S]	Full Year Final Grade				A
	Quarter Grade	A	A-	A-	B
	<i>Term 4 Comments: good job, ...</i>				
7) 7123-7 Math 7 Accelerated [Reiter, A]	Quarter Grade	A	A	A	A-
	<i>Term 4 Comments: I really enjoyed having you in class this year. Stay focused and show great effort next year. Good luck in 8th grade!</i>				
2) 7151-2 Science [Moren, C]	Quarter Grade	A	A	A	A
	<i>Term 4 Comments: Thank you for a great year! Have a lovely summer! Best wishes in 8th grade!</i>				
5) 7171-5 U.S. Studies [Schuette, J]	Quarter Grade	A-	B	B	B
	<i>Term 4 Comments: Consistently meets expectations in class. For more information about course grading policies, please visit: https://sites.google.com/afisd14.org/schuette-usstudies/ Have a great summer!</i>				
1) 7222-1 Chinese 1 [Nordin, Y]	Full Year Final Grade				A
	<i>Term 4 Comments: According to a study from the National Summer Learning Association, it stated continued practice and the reinforcement of learned skills in reading, writing, listening and speaking, is crucial to second language acquisition. Besides enjoying summer break, I also strong encourage your child to use his Chinese Level 1's final article to practice speaking & writing during this summer. His final article can be downloaded from our Chinese Level 1 Google Classroom, or, from the email it was sent by your child to you around June 8th. If you have any question, please contact me by email: yueh.nordin@fridley.k12.mn.us I will be checking email occasionally and will respond to urgent matters. Thank you for a great school year and have a great summer.</i>				
	Quarter Grade	A	A-	A	A-

Have a nice summer!
 The FMS Kick-Off will be held on August 16 and 17, 2016 from 3:00 to 6:00 p.m.

Student:	_____
School:	Fridley Middle School
Teacher:	Callahan, A

ATTENDANCE		
Term	S1	S2
Days Present	75	71.2
Days Absent	11.03	13.77
Periods Tardy	35	34

Academic Performance Level for Academic Achievement										
Name	Excelling	Excelling	Mastering	Mastering	Progressing	Progressing	Beginning	Beginning	No Evidence	Not Assessed
Score	8	7	6	5	4	3	2	1	0	NA

Academic Performance Level for ATL				
Name	Exceeds expectations	Meets expectations	Partially meets	Does not meet expectations
Score	E	M	P	D

ART 6		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Knowing and understanding	5	
Criterion B: Developing skills	5	
Criterion C: Thinking creatively	5	
Criterion D: Responding	4	
APPROACHES TO LEARNING SKILLS		
Self-management	P	
Work completion	P	
Collaboration	M	

FLIGHT AND SPACE		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Inquiring and analyzing	NA	4
Criterion B: Developing ideas	NA	4
Criterion C: Creating the solution	0	4
Criterion D: Evaluating	0	0
APPROACHES TO LEARNING SKILLS		
Self-management	P	P
Work completion	P	D
Collaboration		
Computer Skills		

HEALTH 6		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Knowing and understanding		4
Criterion B: Planning and performance		5

HEALTH 6		
	Term	
	S1	S2
Criterion C: Applying and performing		3
Criterion D: Reflecting and improving performance		5
APPROACHES TO LEARNING SKILLS		
Self-management		P
Work completion		P
Collaboration		P

LANGUAGE & LIT 6		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Analyzing	NA	2
Criterion B: Organizing	NA	2
Criterion C: Producing text	2	4
Criterion D: Using language	3	3
APPROACHES TO LEARNING SKILLS		
Self-management	M	P
Work completion	P	D
Collaboration	M	M
<i>Term 2 Comments: Have a fantastic summer!</i>		

MATH 6		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Knowing and understanding	0	0
Criterion B: Investigating patterns	4	4
Criterion C: Communicating	NA	3
Criterion D: Applying mathematics in real-life contexts	NA	2

MATH 6		
	Term	
	S1	S2
Numbers and Operations	2	3
Algebra	1	4
Geometry	2	3
Data	NA	2
APPROACHES TO LEARNING SKILLS		
Self-management	M	P
Work completion	M	P
Collaboration	M	P

PHY ED 6		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Knowing and understanding		2
Criterion B: Planning and performance	1	
Criterion C: Applying and performing	4	
Criterion D: Reflecting and improving performance		2
APPROACHES TO LEARNING SKILLS		
Self-management	D	D
Work completion	D	D
Collaboration	M	D

READING 4		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Comprehension and Response	6	6
Fluency	8	7
Vocabulary Development	5	6
Phonics and Word Recognition	6	6
APPROACHES TO LEARNING SKILLS		
Self-management	M	M
Work completion	M	M
Collaboration	E	M

Term 2 Comments: See enclosed reading report

RES ACAD SUPPORT		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Individual Goal 1	2	2
Individual Goal 2		3
<i>Term 2 Comments: refuses to complete homework and creates negative peer interaction often.</i>		
APPROACHES TO LEARNING SKILLS		
Self-management	P	D
Work completion	P	P
Collaboration	P	D
Self Advocacy	P	D

SCIENCE 6		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Knowing and understanding	4	3
Criterion B: Inquiring and designing	NA	0

SCIENCE 6		
	Term	
	S1	S2
Criterion C: Processing and evaluating	NA	4
Criterion D: Reflecting on the impact of science	4	4
Practice of Engineering	5	5
Matter	NA	2
Motion	4	3
Energy	NA	3
APPROACHES TO LEARNING SKILLS		
Self-management	M	P
Work completion	D	P
Collaboration	P	P

WORLD CULTURES 6		
	Term	
	S1	S2
ACADEMIC ACHIEVEMENT		
Criterion A: Knowing and understanding	4	4
Criterion B: Developing skills	6	2
Criterion C: Thinking creatively	4	3
Criterion D: Responding	6	5
APPROACHES TO LEARNING SKILLS		
Self-management	M	M
Work completion	M	P
Collaboration		M

HOMEROOM		
	Term	
	S1	S2
APPROACHES TO LEARNING SKILLS		
Self-management	M	M
Work completion		M
Collaboration	M	M

Fridley Middle School
 6100 West Moore Lake Drive
 Fridley, MN 55432
 (763)502-5400

2015 - 2016 Report Card
 Grade: 05 Student ID

GPA Summary:

Cumulative GPA	Term GPA	Q1	Q2	Q3	Q4
3.223		3.223	2.973	3.056	3.158

Attendance Summary:

Q1		Q2		Q3		Q4		Total	
Absent	Tardy								
3.77	1	1.86	0	4.15	0	1.91	1	11.69	2

Grade Report:

Course	Task	Q1	Q2	Q3	Q4
8) 5081-1 Arts Survey - Instrumental [Berger, Blair]	Quarter Grade	B			
8) 5082-1 Arts Survey - Art [Anderson, T]	Quarter Grade		B+	B-	
8) 5083-1 Arts Survey - Music [Hilbelink, A]	Quarter Grade				A-
7) 5090-3 Phy Ed 5 [Fangel, Hope]	Full Year Final Grade				B-
	Quarter Grade	A-	C	C	A-
1) 5151-2 Science/Humanities [Hlavinka, R]	Full Year Final Grade				B
	Quarter Grade	B	B-	B	B+
	<i>Term 4 Comments: Make sure to observe the world around you this summer, be curious, and ask good questions!</i>				
7) 5210-2 Spanish Survey 5 [Kaletka, Kathryn M]	Quarter Grade	A-			
7) 5210-8 Spanish Survey 5 [Kaletka, Kathryn M]	Quarter Grade				B-
	<i>Term 4 Comments: G</i>				
7) 5220-2 Chinese Survey 5 [Nordin, Yueh Y]	Quarter Grade		B		
7) 5230-2 German Survey 5 [Sailer, Sally A]	Quarter Grade			C	
HR) 6780-14 HOMEROOM [Eukel, M]	Full Year Final Grade				S+
	Quarter Grade	S+	S+	S+	S+
	<i>Term 4 Comments: Awesome student</i>				
6) 9101-1 Res Reading 5 [Eukel, M]	Quarter Grade	C+	B	B+	A-
	<i>Term 4 Comments: Read more this summer</i>				
3) 9422-2 Res Math 5 [Eukel, Mary Jo]	Full Year Final Grade				B+
	Quarter Grade	B	B	A-	B
	<i>Term 4 Comments: Have a great summer.</i>				
5) 9902-3 Res Acad Support [Eukel, Mary Jo]	Quarter Grade	A	A	A	A
	<i>Term 4 Comments: Hard worker</i>				

Have a nice summer!
 The FMS Kick-Off will be held on August 16 and 17, 2016 from 3:00 to 6:00 p.m.

