



**Mission Statement:** Building an inclusive community of responsible, respectful and resourceful citizens who value learning.

**World Language Mission Statement:** Developing capable communicators in a diverse world.

**Course:** Spanish 3

**School Year:** 2019-2020

**Teachers:** Brian Johnson (Irondale), Laura Rivers (Mounds View), Katie Womack (Mounds View)

**Common Course Policies:**

Cell phones are prohibited in class. Phones should be in a student's backpack or locker. This is because we are trying to promote communication amongst the people in the classroom. If there is an occasion to use devices in class the teacher will let the students know in advance of what is accepted.

The World Languages Department considers the use of any electronic device or translation program to translate any **COMPLETE** phrase, sentence, paragraph, or written text as academic dishonesty subject to Mounds View's policy.

**Grading scale (as per MVHS policy):**

*Please see next page describing Proficiency based learning scales.*

**Grading Categories:**

Performance (80%)

tests/ quizzes/ projects/ speaking assessments (70%)  
final exam (10%)

Practice (20%)

daily work/ homework  
formative class activities

**Retakes:**

Students may take a second, but similar, version of any vocabulary or grammar quiz to demonstrate proficiency after the successful completion of a relearning plan. The relearning opportunities will be offered before school, after school, and during reflect. Please check with your teacher to make sure that s/he is available. Students **MUST** complete the relearning **AND** retake the assessment within one week of the assessment being returned to the student. There are, however, no retakes on any portion of a unit test or a final exam.

**Themes for Spanish 3:**

legends, food (tapas), movies, clothing, invitations, school issues, family, environment, professions  
Grammar: preterite / imperfect, commands, subjunctive, future, conditional, comparatives / superlatives

# Common Communication for 2019-2020 Proficiency-Based Learning

## Grading Scale:

- In this course, we use equal interval grading to assess student progress.
- The purpose of the equal interval scale is to encourage proficiency rather than the accumulation of points and to support student growth over the course of the semester.
- Students and parents are encouraged to communicate with teachers if current progress does not seem adequate; we can then work together to find strategies to improve proficiency.

Individual Assignment Grade Configuration	
Gradebook Entry	Description
4	<b>Mastery</b> Went beyond the basic requirements for proficiency
3	<b>Proficiency</b> Met all the basic requirements for proficiency.
2	<b>Developing</b> Met some basic requirements for proficiency
1	<b>Limited Understanding</b> Met very few basic requirements for proficiency.
0	<b>Insufficient Evidence</b> Didn't show enough work to demonstrate proficiency
M	<b>Missing</b> Evidence of Proficiency

<b>A</b>	<b>3.40</b>	<b>4.00</b>
<b>A-</b>	<b>3.20</b>	<b>3.39</b>
<b>B+</b>	<b>3.01</b>	<b>3.19</b>
<b>B</b>	<b>2.59</b>	<b>3.00</b>
<b>B-</b>	<b>2.45</b>	<b>2.58</b>
<b>C+</b>	<b>2.24</b>	<b>2.44</b>
<b>C</b>	<b>2.11</b>	<b>2.23</b>
<b>C-</b>	<b>2.00</b>	<b>2.10</b>
<b>D+</b>	<b>1.84</b>	<b>1.99</b>
<b>D</b>	<b>1.67</b>	<b>1.83</b>
<b>D-</b>	<b>1.50</b>	<b>1.66</b>
<b>I</b>	<b>0.00</b>	<b>1.49</b>

Dear Parent(s) and/or Guardian(s):

This semester, I will be reporting student progress and grades using an equal interval grading system. This grading system follows the advice of the current research around best grading practices and should also make it easier for you to see how your student is progressing in this course. The largest difference between this and the traditional 100 point scale is that student grades will be based upon a 0.0 to 4.0 scale and low scores and missing work will not be penalized as heavily.

In our equal interval grading system, every grade, whether it is a daily assignment, an exam or the final exam, it will be assessed and entered using a score of 4, 3, 2, 1, 0 or Missing. These values are described below and in all cases, “proficient” refers to the degree to which the student has met expected competency regarding the academic standard/s being assessed. Each letter grade also has a point value used in the final grade calculation.

- 4 : Mastered
- 3 : Proficient
- 2 : Developing
- 1 : Limited Understanding
- 0: Insufficient Evidence
- M: Missing

In this course, grades will be weighted as shown below.

- 70% is performance (tests, projects, quizzes)
- 20% is practice (homework, class activities)
- 10% is the Final Exam

A student’s final grade will no longer be reported as a percentage, but rather a scale score between 0.0 and 4.0. You may notice that it is very similar to the scale used to calculate GPAs (grade point averages).

3.40 – 4.00	A	2.45 – 2.58	B-	1.84 – 1.99	D+
3.20 – 3.39	A-	2.24 – 2.44	C+	1.67 – 1.83	D
3.01 – 3.19	B+	2.11 – 2.23	C	1.50 – 1.66	D-
2.59 – 3.00	B	2.00 – 2.10	C-	0.0 – 1.49	I

Please contact me with any questions you have regarding the grading system plans described above for Spanish 3.

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