



**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:** 2023-2024

**Teachers:** Brian Johnson (Irondale), Cathy Jaspal (Mounds View), Katie Womack (Mounds View)

**Common Course Policies:**

Cell phones are prohibited in class. If a cell phone and/or earbuds/airpods are brought to school, the phone must be in airplane mode or turned off and both the phone and earbuds/airpods must be placed in a backpack or classroom phone caddy during class time. Cell phones must not be heard or visible to teachers at any time during class (bell to bell).

Students observed using their cell phone during class will be invited by the teacher to place it in a classroom phone caddy for the duration of that class period. Those that comply with the teacher's request will be able to leave class with their phone, and there will be no further consequences.

All MVHS teachers are directed to refer students that choose not to place their phone in a classroom phone caddy to administration. Upon meeting with administration, students will be required to leave their phone in the front office for the remainder of the school day. They may pick up their phone after school, but will then be required to leave their phone in the front office during school hours the following day.

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 the next page describing Proficiency based learning scales.*

**Grading Categories:**

Performance (85%)

tests/ quizzes/ projects/ speaking assessments

Practice (15%)

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 at times provided by the teacher. 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 assessment or a final exam.

**Themes for Spanish 3:**

food (tapas), movies, clothing, invitations, family, environment, professions, legends,

Grammar: preterite / imperfect, commands, subjunctive, future, conditional, comparatives / superlatives

# 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
A = 4	<b>Mastery</b> Met the requirements for proficiency
B = 3	<b>Proficiency</b> Met all the basic requirements for proficiency.
C = 2	<b>Developing</b> Met some basic requirements for proficiency
D = 1	<b>Limited Understanding</b> Met very few basic requirements for proficiency.
I = 0	<b>Insufficient Evidence</b> Didn't show enough work to demonstrate proficiency
M = 0	<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) of Spanish 3 students:

This semester, we 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.

- 85% is performance (tests, projects, quizzes)
- 15% is practice (homework, class activities)

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 your Spanish teacher with any questions you have regarding the grading system plans described above for Spanish 3.

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