



### Grade Conversion Table\*

Assessment at Shortridge High School reflects the staff's aim to encourage creative and critical thinking and to develop knowledge and skills to analyze, synthesize and evaluate. Unlike traditional A to F grading where grades are subjective, at Shortridge, a student's work is evaluated in relation to defined levels of achievement.

Scores of 4+ may receive college credit.

A-F	IB	Rubric	Description of Achievement
A	7	28-32	<b>High-quality, frequently innovative work.</b> Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
A	6	24-28	<b>High-quality, occasionally innovative work.</b> Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence
A	5	19-23	<b>Generally high-quality work.</b> Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
B	4	15-18	<b>Good-quality work.</b> Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
C	3	10-14	<b>Acceptable quality work.</b> Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
D	2	6-9	<b>Limited quality work.</b> Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
F	1	1-5	<b>Very limited quality work.</b> Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
F	0	0	<b>No quality of work.</b> The student does not reach a standard of minimal achievement.

\* This table serves as a general guide. 7/2019