

Mission Statement: All students will graduate with the skills necessary to excel in their post secondary aspirations.

Vision Statement: Through innovation and personal empowerment, the Edison community will partner with our students, igniting a passion for lifelong learning, instilling the ideals of international mindedness, leading our students to succeed at Edison and beyond.



Thomas Edison High School Assessment Policy

I. Philosophy: Purpose for Assessment

The primary purpose of assessment in an IB World School is to support and encourage student learning through the gathering and analysis of information about student performance. Formative assessment, which is continuous, informs teachers about student learning and shapes and directs teaching and learning in the classroom. Summative assessment generally occurs at the end of a teaching unit, and while supporting student learning, is also used to determine achievement levels of individual students. Grading is used to communicate student achievement to students, families, and post-secondary institutions.

II. Principles of Assessment

Students demonstrate their academic performance at Thomas Edison High School by truly showing what they know. Edison asks students to apply their learning to different situations and in a variety of ways. Wherever students are in their learning, assessment at Edison allows students, families, and teachers to track their progress toward learning objectives. Students can show learning through writing, speaking, creating, and performing.

III. Assessment Practices

- Grades will directly reflect achievement of academic standards.
 - Academic Achievement (Minimum 80%) – Assessments that are direct measurements of student learning
 - Academic Practice (Maximum 20%) – Assessments and activities used as tools to inform teacher instruction, such as daily homework
- Students should be given multiple opportunities to demonstrate their current understanding and mastery of standards.
 - Meaningful corrective instruction and additional practice should be completed prior to reassessment.
- Guiding principles for missing/late work:
 - Missing academic achievement assessments will be scored as “missing” in the gradebook.

Mission Statement: All students will graduate with the skills necessary to excel in their post secondary aspirations.

Vision Statement: Through innovation and personal empowerment, the Edison community will partner with our students, igniting a passion for lifelong learning, instilling the ideals of international mindedness, leading our students to succeed at Edison and beyond.

- If a student has failed to complete academic achievement assessments and there is insufficient evidence to assign a passing grade for the quarter, the teacher should assign a grade of “I” (incomplete). The “I” will become an “F” if it has not been reconciled within two school weeks. Students unsatisfied with their quarter grade should contact the teacher to discuss arrangements for demonstrating proficiency to complete course requirements within that timeframe.
- Proficient academic performance will always yield a proficient summative grade. (Grade deductions for late work should not cause an otherwise proficient student to receive a below proficient grade.)
- Grades are based on current demonstrated level of proficiency.
 - Students should not be penalized for early struggles when they achieve proficiency at the end of a term.
- Extra credit should enrich student understanding of the subject and should be limited to the academic practice category.
- Individual Education Plans (IEPs) with a modified grade scale supersede this school-wide policy.
- At the end of Quarter 4, students who have not provided adequate evidence to be assigned a passing grade, will receive an “F” for the quarter (or an “NC”, if specified in a student’s modified grade scale.) Future grade changes will be reserved for special circumstances agreed upon and reconciled under the terms of a written contract between the teacher and student with administrator approval.

IV. MYP objectives and assessment criteria

As an IB World School, teachers of ninth and tenth grade students will assess students using their subject-specific IB Middle Years Programme assessment criteria twice per course. These criteria are assessed on a 1-8 scale, and teachers will convert those marks into a portion of the academic achievement grade.

V. Students with Individual Education Plans

Any accommodation or modification to this assessment policy will be stated in the student’s Individual Education Plan (IEP).

Mission Statement: All students will graduate with the skills necessary to excel in their post secondary aspirations.

Vision Statement: Through innovation and personal empowerment, the Edison community will partner with our students, igniting a passion for lifelong learning, instilling the ideals of international mindedness, leading our students to succeed at Edison and beyond.

VI. English Language Learners

Content-area teachers will collaborate with ESL teachers to determine language supports and adaptations needed for student mastery of course standards in courses required for graduation.

VII. Reporting assessment data

Current grades will be updated in the online gradebook at least every two weeks.

In IB Middle Years Programme courses (those with 9th and 10th grade students), students will be regularly assessed on an eight point, criterion-based scale. These scores will be reported in the online gradebook. Teachers will communicate their scale through the course syllabi and their websites.

Descriptors for Achievement Levels:

Above Proficient: Excellent, exceptional, extended (MYP score: 7-8)

Proficient: Consistent, accurate (MYP score: 5-6)

Partially Proficient: Basic, simple, inconsistent (MYP score: 3-4)

Below Proficient: Developing, limited, partial (MYP score: 1-2)

Incomplete = Unacceptable, inaccurate, insufficient evidence (MYP score: 0)

Final course grades are reported to families and post-secondary institutions on a quarterly basis as A, B, C, D, F, or I. A grade of “C” demonstrates proficiency in the standards of the course. “A” and “B” grades demonstrate deeper knowledge and extended application. “D” or “F” grades reflect performance that is below proficiency in course standards. An “I” is given when a student has not completed a summative assessment. The “I” will become an “F” after one quarter if it is not reconciled.

Mission Statement: All students will graduate with the skills necessary to excel in their post secondary aspirations.

Vision Statement: Through innovation and personal empowerment, the Edison community will partner with our students, igniting a passion for lifelong learning, instilling the ideals of international mindedness, leading our students to succeed at Edison and beyond.

Assessment Continuum

Learning Targets

- An “I can...” statement
- A specific learning goal based on a district, state, or national standard

Pre-Assessment

- A way for teachers to find out what students already know at the start of a unit
- Used to plan differentiated instruction
- This is not graded

Academic Practice/Formative Assessment

- Given throughout a unit
- Provides rapid feedback for students and teachers so that students can improve before an academic achievement assessment
- Reveals student misunderstandings
- Focused on a particular learning target
- Examples: written reflection, verbal response, presentation, quiz, demonstration, graphic organizer, etc.

Summative Assessment

- A way for students to show that they have mastered all learning targets for the unit
- An end-of-the-unit assessment
- Integrates all unit learning targets into one product
- Examples: project, paper, test, presentation, performance, etc.

Approaches To Learning

- Includes skills and behaviors that help students be successful
- This area is ungraded, but important to communicate progress in the class
- May include one or more ATL skill categories:
 - ✓ Communication
 - ✓ Social
 - ✓ Self-management
 - ✓ Research
 - ✓ Thinking

Quarter Grades

- Based on a minimum of 80% summative assessments
- Covers material from across the quarter
- Can be based on projects, tests, performances, etc.
- Courses count toward graduation

IB MYP Scores

- Given after summative assessments in 9th/10th grade courses.
- Show how well the student did on IB MYP assessments
- Scored from 0-8
- Do not include any formative assignments or assessments
- Reported electronically on the online gradebook

IB Diploma and AP Scores

- In the testing year of IB DP and AP courses, students may choose to take exams graded by external evaluators.
- Students can receive their scores in July. Performance on these exams does not directly impact course grades.
- Scores can be reported to post-secondary institutions. Some institutions award credit for these exams.

Mission Statement: All students will graduate with the skills necessary to excel in their post secondary aspirations.

Vision Statement: Through innovation and personal empowerment, the Edison community will partner with our students, igniting a passion for lifelong learning, instilling the ideals of international mindedness, leading our students to succeed at Edison and beyond.

VIII. Accountability of Learners: Academic Honesty

Rationale

In order to ensure that all students graduate with the skills necessary to excel in their post-secondary aspirations, Thomas Edison High School expects all students to be accountable for their learning and to abide by ethical and legal principles of academic honesty. Students are expected to know and use assessment criteria before and while completing their work. All work submitted by a student is expected to be the student's own work.

Student Responsibilities

Students are responsible to ensure that work that is represented as their own is truly their own. This prohibits students from:

- Copying work from another student
- Cheating on tests, by bringing unapproved aid materials into the room or by copying from another students
- Unauthorized duplication of testing materials, including photographs and sharing over social media.
- Representation of unoriginal work as one's own, including cutting and pasting quotes from the internet without proper citation.

Teacher Responsibilities

Teachers are responsible for working with each other, administrators and parents to communicate about issues related to academic honesty as they arise. In order to help students approach academic work with integrity, teachers will provide direct instruction regarding academic honesty skills, including:

Personal Skills:

- Approaches to Learning self-management skills will be taught to help students monitor their own academic honesty and work independently.

Social Skills:

- Approaches to Learning skills of communication and collaboration will be taught to help students know how to work effectively in groups and individually.

Technical Skills:

- Teachers will explicitly teach information literacy and research skills.
- Teachers will help students learn to integrate outside sources effectively and honestly into their own original work.

School Responsibilities

Edison will develop instructional material about academic honesty that students will receive each year. Edison will maintain fairness and consistency of consequences, and provide professional development for teachers and promote parent awareness.

Mission Statement: All students will graduate with the skills necessary to excel in their post secondary aspirations.

Vision Statement: Through innovation and personal empowerment, the Edison community will partner with our students, igniting a passion for lifelong learning, instilling the ideals of international mindedness, leading our students to succeed at Edison and beyond.

Parent Responsibilities

It is helpful for families to talk to students about their assignments. Help students to understand that assessments are intended to be real opportunities for students to show what they know. Encourage students to ask for help from teachers when they are struggling.

Example Scenarios of Academically Honest Behavior

Conduct that is academically honest	Conduct that is academically dishonest
Studying material that was designed specifically to help you prepare for an exam (i.e. past exams provided by teacher, study guides, exam prep websites)	Dishonestly obtaining a copy of an exam before taking it.
Using expert quotes to help support your own argument and citing them appropriately.	Cutting and pasting other people's ideas into your own writing without giving proper credit.
Working in pairs when encouraged to do so.	Copying another student's work.
Using the internet to help brainstorm and form ideas about a topic.	Finding something on the internet and rephrasing it into different sentences without citing it.
Working in an assigned group on a project.	Putting your name on a group project when you haven't contributed to the group's work.

Progressive Consequences for Academic Misconduct

Students that are guilty of academic dishonesty will face the following consequences:

- First offense: Warning and re-teaching appropriate academic conduct
- Second offense: Referral to the academic dean
 - o Academic Honesty Referral is recorded on student's record
 - o Notification of parents/guardians
 - o Three Day Suspension from athletics and activities
- Third offense: Referral to the academic dean
 - o Academic Honesty Referral is recorded on student's record
 - o Notification of parents/guardians
 - o Two-week Suspension from athletics and activities
- In formal assessments for outside organizations (such as ACT, IB, AP), exams will be entirely invalidated and students will receive no credit.

A student suspected of policy violation has the right to request a meeting involving his/her parent or guardian to review the accusations and consequences.

This policy will be reviewed on an annual basis by the Instructional Leadership Team.