

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%) – Summative Assessments that are direct measurements of student learning
 - Academic Practice (Maximum 20%) – Formative Assessments used as tools to inform teacher instruction, including 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 summative assessments will be scored as “missing” in the gradebook.

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- Students who have missing summative assessments at the end of a grading period will be awarded an “I” (Incomplete), which will become an “F” if it has not been reconciled during the following grading period.
- 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 formative assessment category.

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).

VI. English Language Learners

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

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VII. Reporting assessment data

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

In IB Middle Years Programme courses (9th and 10th grade students), students will be regularly assessed on an eight point, proficiency-based scale. 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.

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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

Formative Assessment

- Given throughout a unit
- Provides rapid feedback for students and teachers so that students can improve before a summative 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 ManageBac or otherwise

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.

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VIII. Accountability of Learners: Academic Honesty

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.

Academic Dishonesty includes, but is not limited to:

- 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.

Teachers will partner with each other, administration and parents to communicate about issues related to academic honesty with particular students. Consequences will be imposed when students are determined to have engaged in behaviors involving academic dishonesty.

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

- Referral to the academic dean
- Notification of parents/guardians
- Suspension from athletics and activities (3 days for the first offense, 2 weeks for the second offense)
- In formal assessments for outside organizations (such as ACT, IB, AP), exams will be entirely invalidated and students will receive no credit.

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.