

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 current demonstrated level of achievement of academic standards.

- o Academic Achievement (Minimum 80%) – Assessments that are direct measurements of student learning
- o Academic Practice (Maximum 20%) –Assessments and activities used as tools to inform teacher instruction, such as daily homework
- o Students should not be penalized for early struggles when they achieve proficiency at the end of a term in Academic Achievement assessments.
- o Extra credit should enrich student understanding of the subject and should be limited to the academic practice category.

Students should be given multiple opportunities to demonstrate their current

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understanding and mastery of standards.

- o Students shall be granted a minimum of three re-assessment opportunities, to be completed within a minimum of two weeks (ten school days), to reach proficiency; teachers may require additional academic practice and/or support prior to granting a re-assessment opportunity. Students are responsible for requesting and completing a re-assessment opportunity.
- o Students who score proficient on their first assessment attempt and wish to earn a score higher than proficient (A or B), shall be granted a minimum of one re-assessment opportunity, to be completed within one week (five school days). This opportunity is extended to students who meet the following criteria:
 - Student has made what the classroom teacher deems to be a good faith effort to complete the original assessment;
 - A missed assessment is not the result of an unexcused absence;
 - A low grade is not a result of the assessment being submitted after the due date.

Teachers may require additional academic practice and/or support prior to granting a re-assessment opportunity. Students are responsible for requesting and completing a re-assessment opportunity. (6/12/2017)

- o Thomas Edison High School shall support students' opportunities to learn essential content, demonstrate proficiency and/or benefit from review and re-assessment opportunities with the following quarter end assessment schedule:
 - Day 1: Summative assessments in hours 2, 4 & 6. Support opportunities in hours 1, 3, 5 & 7.
 - Day 2: Summative assessments in hours 3 & 5. Support opportunities in hours 1, 2, 4, 6 & 7.
 - Day 3 (last day of quarter): Summative assessments in hours 1 & 7. Support opportunities in hours 2, 3, 4, 5 & 6.
- o Students may be granted an additional 2 weeks after the last day of Quarter 4 to complete work or re-assessments if they have a written agreement with their teacher that details how finished work will be submitted to the teacher.

Guiding principles for missing/late work:

- o Missing academic achievement assessments will be scored as "missing" in the gradebook.
- o Students unsatisfied with their quarter grade should contact the teacher to discuss arrangements for demonstrating proficiency or to complete course

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requirements within two weeks (ten school days) after the last day of the quarter.

- o 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.)

Individual Education Plans (IEPs) with a modified grade scale supersede this school-wide policy.

IV. **Assessment in the IB Middle Years Programme**

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. MYP teachers use the assessment criteria rubrics designed for Year 5 (10th grade); Language Acquisition teachers use rubrics aligned to phases of language development. These criteria are assessed on a 1-8 scale, and teachers will convert those marks into a portion of the academic achievement grade.

Each subject area has four assessment criteria. MYP teachers will assess their students at least twice per course using each assessment criterion. Teachers will create task-specific guidelines based on their subject area rubrics for each MYP assessment. Teachers may adapt and modify descriptors in the rubrics to better align with specific assessment tasks to increase student understanding, but it is essential that the critical elements of the MYP learning objectives and key terms are not lost. When assessing student work, teachers use a best-fit approach to assigning a criterion referenced mark after careful consideration of each student's work.

Teachers report student marks on each assessment task in the MPS online Gradebook, Discovery. Students and families are able to see student marks through the student or parent portal online. Teachers regularly update the online Gradebook (every two weeks at a minimum) and students and families are encouraged to contact their teachers if they have specific questions about assessment marks.

In order to report how students are developing in each MYP objective for each subject area, teachers should enter their summative assessment marks labeled by the assessment criteria used during assessment.

V. **Assessment in the IB Diploma Programme**

IB Diploma Programme courses all include final assessment tasks with components assessed by Edison faculty (*internal assessments*) and components sent away to outside examiners (*external assessments*). These final assessments are combined together to

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award students a grade between 0 and 7. The 0-7 grade is not awarded until July, in the summer after the final examinations.

The 0-7 grade is sent to post-secondary institutions, many of which award credit in exchange for IB exam performance. IB Diploma candidates will need to achieve a total of at least 24 points from their six IB courses and core components in order to receive the IB Diploma.

Because the grade is not awarded until July, it cannot be factored into the grade that the student receives in the Edison gradebook. IB exam scores have no impact on high school graduation, GPA, or class rank. It is only the A-F grade - and therefore the achievement of high school credit - that has an impact on state graduation requirements.

Edison teachers of IB Diploma Programme courses, therefore, use IB assessment criteria from internal and external assessments to create meaningful tasks to prepare students for the final assessments. The Edison teacher's assessment of student performance on these tasks will form the A-F grade that goes in the Edison gradebook. Edison IB Diploma faculty attend national, state, district, and school-level professional development to refine their understanding of the IB Diploma Programme assessment criteria, and those that teach the same course work together at Edison to ensure that the assessment practices are standardized.

VI. **Students with Individual Education Plans**

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

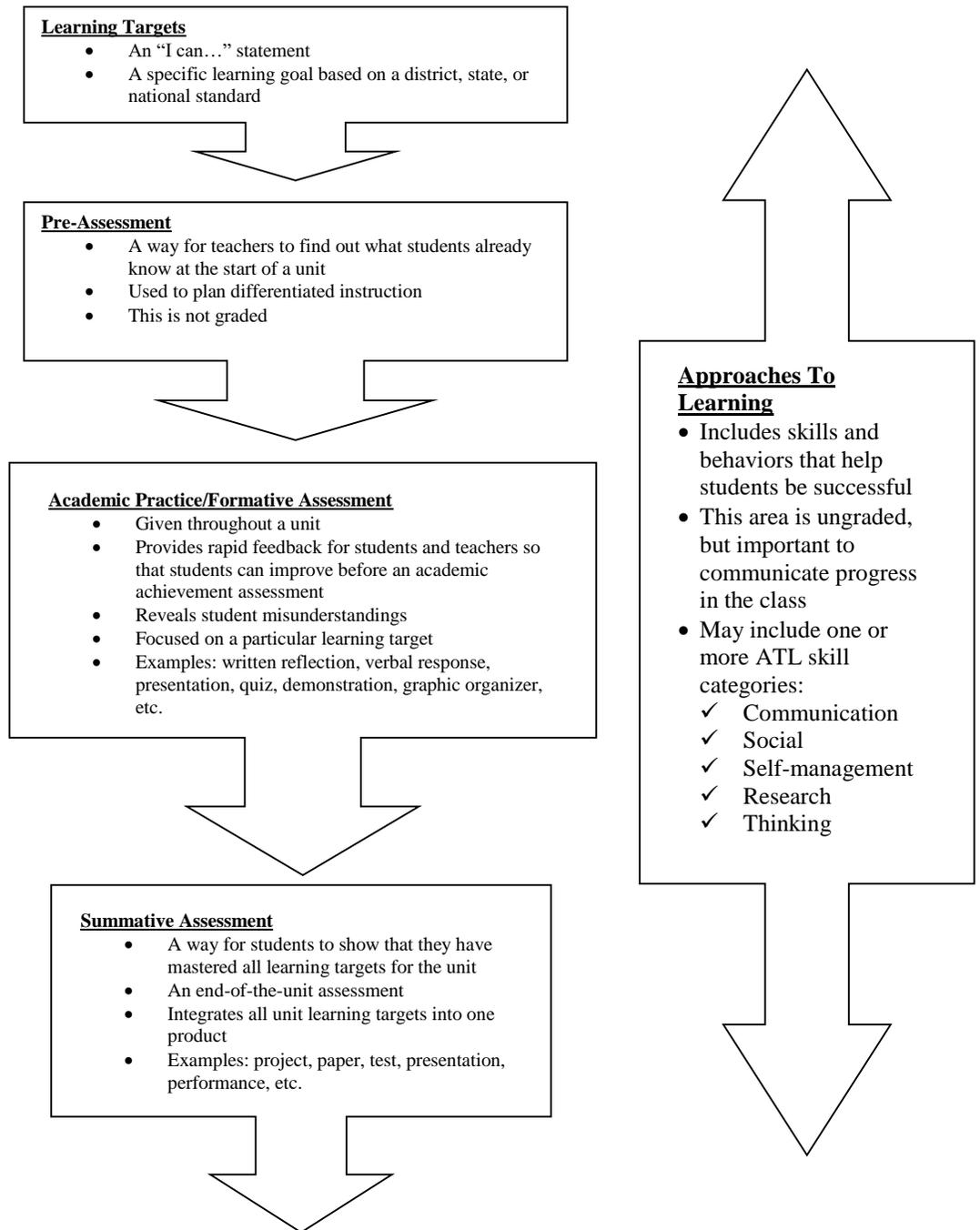
VII. **English Language Learners**

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.

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Assessment Continuum



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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.

In order to ensure that all students have 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.

School Responsibilities

Edison will develop instructional material about academic honesty that students will receive each year. Edison teachers, each within the context of their subject area, will explicitly instruct students about academically honest and dishonest behavior. Students conducting research will learn appropriate research methods for avoiding academic dishonesty.

Edison will monitor student written work to ensure its authenticity, and supervise in-class writing and research to maintain academic honesty. Edison will promote fairness and consistency of consequences. The school will provide professional development for teachers and promote parent awareness.

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 student
- 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

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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.

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

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- 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.