

BENJAMIN ELIJAH MAYS HIGH SCHOOL

ASSESSMENT POLICY

Benjamin Elijah Mays High School believes that assessment results provide valuable information to all stakeholders. Benjamin E. Mays High School provides a balance of content knowledge along with critical, creative and transfer thinking skills to prepare students with life-skills useful for higher education and the workplace. To this end, formative assessments using various approaches will be ongoing during a unit of study. Formative assessments will determine student readiness for summative assessments. Summative assessments will be determined at the establishment of each subject area unit plan. Summative assessment results will determine progress or re-teaching strategies and timetables.

Policies and Procedures

Policies and procedures for testing and security are outlined in the *Atlanta Public Schools Exam Security Policy and Procedures Plan "Test Security Plan"* (2010-2011). Several items of the plan were taken from the Georgia Department of Education Student Assessment Handbook (GaDOE SAH).

Prior to assessments, the testing team at Benjamin E. Mays High School conducts Professional Learning (PL) on the policies and procedures regarding school-wide and district-wide assessment. *The Local Board Policy Manual, Section 5-Students and Instructional Programs, Title-Grading System-Grading Expectations* outline the following: Grading Practices, Grade Reporting, Students in Danger of Not Meeting Academic Expectations, Incompletes, Repeating Courses/Recovering Credit (High School Students Only), Grade Changes after Grades are Posted from Grade Book, Transferring Grades, along with delineation of letter grade to numerical grade averages.

Reporting Student Progress

According to Atlanta Public Schools district policy IHA-R(1), all schools are mandated to issue interim progress reports at each 4 ½ week interval. The expectation of Benjamin E. Mays High School is that all teachers provide all students with a class-specific progress report at the end of each month. To provide the most immediate feedback regarding academic performance, teachers at Benjamin E. Mays High School are directed to input at least two grades weekly.

According to Atlanta Public School's Board Policy, regular progress reports must be issued to parents of elementary school, middle school and high school students by the progress report dates listed on the school calendar for each grading period. For a student to receive a failing grade in a course, a progress report must have been issued by the notice date or as soon as the student's grade fell below a 75 after the notice date. A progress report can also be considered a notice of deficiency. For middle and high school students, teachers shall contact parents via telephone, email, US mail and other means. In instances where students earned failing grades without appropriate teacher documentation of progress reports and parent contact, students will receive a temporary grade of "Incomplete" and have 4½ weeks to demonstrate mastery to correct the failing grade. After 4½ weeks, student mastery must be reassessed, and a numerical grade must replace the "Incomplete".

Qualitative Monitoring of Student Service Involvement

Community Service comprises one of the most important factors of student growth. Service is monitored by the schools' counselors who assist in managing community service hours for each student. Volunteer work is verified by the appropriate faculty member or nonprofit coordinator for approval and accreditation.

Assessment Data

Evaluation of Lexile levels, standardized test scores and other pertinent data are provided by the State Longitudinal Data System (SLDS). SLDS provides vital information for both teachers and students and assist in determining instruction for differentiation. The STAR Assessment provides literacy and numeracy data for students in reading and math. Scores from these assessments are used to determine reading and math placement. Reading Plus and USA Test Prep are programs used for remediation based on assessment data from Milestones and STAR. Instructional time and reassessment are built into the school day for both programs.

Opportunities for Student Reflection

Opportunities for students to discuss and reflect on their classwork, tests/quizzes, class discussions and projects are important measures of formative assessments. Students can evaluate why they received their applicable scores and discuss with their instructors how future improvements may be obtained. Reflection on the learning can be documented through verbal interaction with teachers and through journaling.

Summary

Assessment is a vital part of academic and pedagogical growth for both students and instructors. Incorporation of the assessment policies of both Atlanta Public Schools and International Baccalaureate assist in a constructing a well-rounded, totality of instruction aligned with whole child development.