

BENJAMIN ELIJAH MAYS HIGH SCHOOL

ASSESSMENT POLICY

Benjamin Elijah Mays High School believes that assessment results provide valuable information to all stakeholders. Assessments are designed to determine mastery of concepts. Assessments should support and encourage student learning by providing detailed meaningful feedback. They are critical tools used to develop effective teaching and provide students with information to support student learning. Benjamin E. Mays High School provides a balance of content knowledge along with critical, creative and transfer thinking skills to prepare students with attributes designed to show understanding in higher education and the workplace.

TYPES OF ASSESSMENTS

Pre-Assessment:

Teachers will assess students' prior knowledge and experience before embarking on a new learning experience that considers the summative assessment and establishes a baseline for each progressive year and upcoming unit.

Formative Assessments:

Formative assessments are used on a regular basis to measure students' knowledge and experience on how to proceed with instruction and the intended learning goal. Formal assessments allow teachers to correctly monitor student progress and provide detailed meaningful feedback. Teachers use a variety of assessment methods, including but not limited to, oral work in languages, laboratory work in the sciences, investigations in mathematics, written explanation in literature, design portfolios in career-related studies and artistic performances to assess the level of demonstrated mastery.

Summative Assessment:

Summative assessments are given at the end of the learning and practice sections and provide students with opportunities to demonstrate what has been learned. Teachers use a variety of assessments such as presentations, projects, portfolios, debates, constructed responses, and paper tests.

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 Board 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 grades weekly in the electronic gradebook (Infinite Campus). Parents and students can check their progress at any time throughout the school year.

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 MAP Assessment provides literacy and numeracy data for students in reading and math. Scores from these assessments are used to determine reading and math placement. Remediation programs such as Reading Plus and USA Test Prep are utilized based on assessment data from Milestones and MAP. 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.

CONNECTION TO OTHER POLICIES

Academic Honesty Policy: Students will adhere to all requirements of the Academic Honesty Policy while completing homework, classwork, and assessments.

Language Policy: Student language needs will be considered when creating and implementing assessments.

Special Educational Needs Policy: Student special education needs will be considered when creating and implementing assessments, projects, and classwork. Student's IEP and 504 plan requirements will be followed.

Policy Review and Distribution:

Benjamin E. Mays High School IB policies will be posted on the school website and are distributed to parents during Open House.

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.

