



# Highland Park Senior High School Grading and Assessment Policy

## Introduction

At Highland Park Senior High School, assessments communicate student growth and achievement and are based on practices that are fair, specific, and timely. Assessments are important to support and encourage student learning, to advise the teaching process, and to inform students and families of progress, current levels of achievement, and areas of growth. Continuous assessment informs teachers of student understanding, guides classroom instruction, identifies topics that need to be re-taught, provides students feedback on their learning, identifies areas of strength and areas of growth, and helps set goals for future learning.

Assessments are differentiated through the year using a variety of learning strategies, tasks, and product outcomes. Using rigorous assessments, having clear assessment criteria, and providing timely feedback during the learning experiences are all valuable aspects of the assessment process. Assessments help students develop an understanding of subject material, identify relationships between concepts, and increase critical, analytical, and creative thinking skills. Teachers work together to create common assessments for students. Assessments are connected to standards and learning outcomes provided by district, state, national, and IB standards, practices, and expectations.

Students and families can access student progress through the online grade book to better understand and support student learning. Information about assessments can also be accessed on teacher webpages, course handouts, and/or course syllabi.

## Types of Assessments

### **Formative Assessments (30% of overall grade)**

Formative assessments represent the process of gathering, analyzing, interpreting, and using evidence to improve student learning and to help students achieve their potential. Formative assessments take place frequently and help prepare students for summative assessments. Examples of formative assessments include, but are not limited to: quick writes, daily homework, quizzes, journals, labs, class discussions, and think-pair-shares. Missing assessment(s) will be denoted with an “M” in the grade book.

### **Summative Assessments (70% of overall grade)**

Summative assessments measure student performance against assessment criteria to judge levels of competency/ levels of attainment. Summative assessments provide students the opportunity to demonstrate their level of achievement. Examples of summative assessments include, but are not limited to: tests, projects, labs, journals, class discussions, presentations, essays, and research papers. Most summative assessments will be scored using the International Baccalaureate (IB) Middle Years Program (MYP) and Diploma Program (DP) criteria and rubrics. Missing assessment(s) will be denoted with an “M” in the grade book.

## Late Assessments

Students are expected to complete and submit assessments on time. When students have missed class, it is their responsibility to find out what they have missed immediately upon returning to school. For assessments assigned prior to their absence and due during the absence, the student is expected to submit assessments on the day of return without penalty. For assessments assigned during their absence, students should request the work the day of return and submit it on an agreed upon date.

### **Formative Assessments**

Formative assessments that are late will be accepted for up to 3 days past the due date, for a 10% reduction in score. This is not to extend past the end of the quarter.

### **Summative Assessments**

Summative assessments will not be accepted after the due date, unless the student seeks out and receives prior approval from the teacher at least one day in advance.

## Reassessments

Students may have the opportunity to show new learning as their most accurate demonstration of their performance is valued. In order to retake a summative assessment, the original summative assessment must be completed. Students may request to retake one summative assessment per quarter once evidence of new learning has been demonstrated. Due to the nature of some assessments, a reassessment may not be feasible. In order to retake a summative assessment, the student will arrange a retake plan within 3 days of the summative assessment being returned. If a retake is completed, the original grade will be replaced with the new summative assessment grade. Retakes can take on different forms at teacher discretion. There are no retakes on formative assessments.

## End of Grading Period

All applicable make-up assessments, late assessments, and reassessments need to be completed 5 days before the end of the grading period. Final grades will be recorded in quarters that are approximately 9 weeks in length. All grades are final at the end of the quarter and will be posted on an official transcript. There are no retakes for final summative assessments.

## Extra Credit

There are no formative or summative extra credit assessments offered as students demonstrate their achievement level through their course assessments.

## Academic Honesty

Please reference the Highland Park Senior High School [Academic Honesty Policy](#).

## Accommodations

Legal accommodations will be followed as stipulated in IEPs and 504 plans.

## HP Grading Scale (%)

A	=	93.0 – 100.0	B-	=	80.0 – 82.99	D+	=	67.0 - 69.99
A-	=	90.0 – 92.99	C+	=	77.0 – 79.99	D	=	63.0 - 66.99
B+	=	87.0 – 89.99	C	=	73.0 - 76.99	D-	=	60.0 - 62.99
B	=	83.0 – 86.99	C-	=	70.0 - 72.99	N	=	00.0 - 59.99

**International Baccalaureate Middle Years Program Classes (Grades 9 &10)**

In the International Baccalaureate Middle Years Program (IB MYP), an emphasis is placed on the importance of supporting and encouraging student learning by providing feedback to students, promoting positive student attitudes toward learning, teaching content and skills in real-world contexts and across subject matter, and by using a variety of assessment strategies. Teachers create curriculum and assess student work based on state and district standards and IB MYP prescribed subject objectives and assessment criteria. The IB MYP assessment criteria encompass the factual, conceptual, procedural knowledge and understanding, skills, and reflective aspects of learning. The IB MYP assessment criteria are used as a means of introducing the expectations of assessments, for self-assessment, tracking growth, and determining final achievement levels. The criteria are available on classroom assessments, posted in classrooms, and/or school websites. Student assessments are created and the criteria is standardized in the Professional Learning Communities (PLCs), which are scheduled for collaborative planning time and also by the feedback that accompanies the monitoring results from the IB.

Each subject area has four criteria to assess student learning and each of the criterion has achievement levels (0-8). A “0” represents not reaching standards described within the criteria and an “8” refers to very high level of understanding or application of the standards described within the criteria. Students’ achievement levels are based on the descriptions on the criteria and are not normed or curved with other students. Those achievement levels are converted into points and entered into the grade book to determine student grades (A, B, C, D, N). Additionally, the IB MYP Criterion achievement levels (0-8) for the summative tasks are reported alongside traditional grades in the grade book so growth can be measured over time for each criteria. IB MYP assessment criteria across subject groups can be summarized as follows.

Subject Area	Criterion A	Criterion B	Criterion C	Criterion D
<b>Language and Literature (English)</b>	Analyzing	Organizing	Producing Text	Using Language
<b>Language Acquisition (World Language)</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using Language
<b>Individuals and Societies (Social Studies)</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving on performance
<b>Design (Career and Technical Education)</b>	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
<b>MYP Projects (Personal Project)</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

**International Baccalaureate Diploma Level Classes (Grades 11&12)**

In the Highland Park Senior High International Baccalaureate Diploma Program (IB DP) staff, assessment procedures are valued as the most powerful means of supporting curricular goals and student learning, and as such, promise to expose students to a rigorous and challenging curriculum which is aligned to the standards, practices, and content objectives of the IB DP, as well as the adopted State and St Paul School District education standards.

This document outlines the application of the principles of criterion-related assessment, the processes implemented to communicate the use and recording of IB DP assessment criteria, processes for the standardization of student work and an overview of assessment schedules, including the use of formative and summative assessment, and the reporting of both IB DP marks and grades created according to the HPSH grading scale.

Teachers use the IB DP rubrics as a means of introducing work in all subjects, as is fitting for the Internal Assessment (IA) and External Assessment (EA) components of the class. Students assess their own work using these rubrics as part of the formative work in each class. Rubrics are listed in class syllabi, on teacher websites, as attachments in the online grading system, and discussed in parent teacher conferences.

The communication of IB DP assessment scores on the IAs, and some class specific assignments is as a note on the online grading system, as well as in communication on the assessed student work. These scores are informed by the exam results of the previous year, which are analyzed by each content group. Teachers create both formative and summative assessments as part of curriculum design.

Student work and the assessment of same is standardized in a number of ways: in the professional learning communities which are part of the scheduled collaborative planning time, as part of the process of interpreting feedback from IA and EA reports, and as part of the professional work of analyzing exam results from previous years.

IB DP teachers at HPSH have agreed to a schedule for major in class exams, projects and papers:

Monday	Tuesday	Wednesday	Thursday	Friday
Free	Science, Arts, History	Math, English, World Language	Science, Arts, History	Math, English, Language

Attached is the outline of **IB DP Internal Assessments and External Assessment** requirements for each subject.

Late assessments or retakes of school assignments and tests are allowed in circumstances of severity (accompanied by documentation) in Diploma Program courses. In the preparation of students for the rigors of college, teaching them to plan, communicate, and become responsible for their own learning is central to these policies.