



Central High School Assessment and Grading Policy

Introduction

Central High School is an International Baccalaureate school that provides all students with opportunities for success. Our curricular programs include: elective, standard and advanced level courses including International Baccalaureate (DP and MYP), College in the Schools (CIS), Advanced Placement (AP), French and German Immersion, AVID, Career Pathways, Building Tech Academy, Quest, and PSEO. Through partnership of students, teachers, parents/guardians, staff, community members, and alumni the Central community seeks to meet the educational needs of all students while fostering an environment of respect, responsibility and relationships.

Purpose of Assessment

We value student learning and believe that all students are capable of success. We believe that assessment is an important component of student academic development and helps to:

- Reflect student mastery of content so that stakeholders can identify and continue to develop areas of growth.
- Provide students with a way to reflect on their own performance and knowledge.
- Provide teachers with a way to reflect on their own instructional practice.
- Establish grades for student performance and progress in secondary courses needed for graduation.

Assessment Practices

Assessment is a form of communication that reflects how well students are meeting the content standards for each course.

Students participate in a variety of assessments during their schooling. This includes national assessments (ACT and PSAT) statewide assessments (MCA testing) and internally and externally moderated course assessments (Advanced Placement (AP) and International Baccalaureate (IB) tests and World Language exams).

All courses taught at Central are expected to utilize state standards and any other programmatic standards or criteria to evaluate student knowledge and skills connected to the content area. Additional programmatic standards and criteria pertain to the following programs: IB, AP, CIS, Quest, and AVID.

In all courses, teachers use a variety of forms of evaluation to ensure that students are learning. As a best practice in building quality assessment, teachers collaborate to develop common goals and forms of assessment. IB Approaches to Learning (ATLs) and AVID strategies are used to teach students how to be successful.

Types of Assessment

Courses use rubrics as one way to communicate student proficiency on some assessments. Additionally, all course grades are reflected in formative and summative scores.

- **Formative (30% of a course grade):** Formative assessments are intended to inform and monitor learning along the way. They include, but are not limited to: exit tickets, in-class conferencing, graphic organizers, daily assignments, class discussions, and small quizzes.
- **Summative (70% of a course grade):** Summative assessments are intended to evaluate student mastery of learning. This may be structured around a specific unit or course. They can include: projects, exams, essays, presentations, and externally moderated assessments.

Assessment Retakes or Corrections

We believe that learning is a process and students should be encouraged to show their learning and mastery. Teachers will give students the option for corrections or retakes on at least one in-class summative assignment each quarter. They will work with students to create a timeline for completion. Students will have at least one week to complete corrections or retakes and must work with teachers to schedule a time for this. Corrections or retakes are not allowed on quarter finals or assessments during the last week of the quarter. Out of class performances are not eligible for retakes or corrections. As students are encouraged to prepare in advance for scheduled summative work, teacher can limit the score students can receive on their completed retake or corrections. Students retakes or corrections can be reduced up to 25% of the full score.

Deadlines and Late Work

We believe Central is a place that prepares students for the future. In holding to that value, students and staff are expected to work towards stated deadlines for each course and be in communication about extenuating needs and circumstances. Students are expected to be prepared for class and attend classes regularly. If students have unexcused absences, teachers are not required to provide missed work or assessments.

In the case of an excused absence, students should communicate with teachers, in advance where possible, to determine deadlines for any missed work. Teachers will accept late work, work submitted after the established deadline, until the end of the unit unless interrupted by a quarter deadline. Accurately completed late work will be reduced by no more than 25%. Further extensions will be up to the teacher as required by an IEP, 504 or administrative approval.

Recording and Reporting Assessment

All School Grading System and Expectations:

In order to report student grades effectively teachers use common practices for reporting grades.

- Teachers use Schoology to record student grades for formative and summative work. At the end of each quarter, grades are transferred to Campus. Parents/guardians and students can access student grades on schoology daily. Mid-quarter and quarter grades are also e-mailed or mailed home.
- All courses use the following grading scale and are aligned with the district approved GPA calculations:

Percentage	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N
GPA Equivalent	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	.7	0

*CIS grades will be according to CIS required specifications. See course syllabi.

- Honors courses will be figured for GPA by multiplying the points from 1.25.
- The Board of Education approved district wide graduation criteria for honors categories. Students graduating with a cumulative grade point average of 3.75 and above and who have completed at least two years of a world language study (or demonstration of oral and written proficiency at an equivalent level in a language other than English) will be awarded “High Honors” at graduation. Students graduating with a cumulative grade point average of 3.3 to 3.74 and who have completed at least two years of world language study (or demonstration of oral and written proficiencies at an equivalent level in a language other than English) will earn “Honors”.

International Baccalaureate Middle Years Program Course Grading

- MYP courses use a dual reporting process to inform students and parents/guardians of student progress. Student assessment grades are reported in the above format and also appear in an ungraded MYP score column on Schoology with an MYP score reflective of the following:

IB Criterion Score	8	7	6	5	4	3	2	1	0
Percentage equivalent when translated from IB score.	97-100	90-96	86-89	80-84	75-79	70-74	65-69	60-64	0-59

- In MYP courses, the following criterion are used to assess student progress, Each criterion is assessed twice a year and recorded on Schoology in an unweighted category. Students and adults can review student progress of MYP skills by reviewing mastery scores on Schoology.

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

Policy Review, Revision and Communication

- This policy will be reviewed and revised at least once during a 5 year cycle in rotation with other policies. A team of administrators, coordinators, educators and parents/guardians will be invited to be part of this process.
- As policies are revised they will be posted on the school website so that they are accessible to the entire school community. A summary of the policy is also available in the student planner.

Resources

“Formative and Summative Assessment.” *Yale Center for Teaching and Learning*.

https://poorvucenter.yale.edu/sites/default/files/basic-page-supplementary-materials-files/formative_and_summative_assessment_handout.pdf

“IB Assessment Policy.” *Patrick Henry High School*.

https://henry.mpls.k12.mn.us/uploads/phhs_ib_assessment_policy_may_2016.pdf

“IB Assessment Policy.” North Junior High School *Hopkins Public Schools*.

<https://www.hopkinsschools.org/sites/default/files/public/assessmentpolicyfinalnjh1.pdf>

“MYP: From Principles into Practice.” *International Baccalaureate Organization Ltd, May 2014*.

<https://www.spps.org/site/handlers/filedownload.ashx?moduleinstanceid=38342&dataid=21191>

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[FileName=arts_guide_2014.pdf](#)