

# NOVI HIGH SCHOOL ASSESSMENT POLICY - DRAFT

## PURPOSE

As a district our mission is for all of our students to be prepared, passionate and empowered. Assessment is one way of determining and communicating preparedness of our students. While assessment is a dynamic system that necessarily varies by discipline, the purpose of this policy is to outline our shared beliefs about the role and value of assessment in educating all of our students.

## BELIEFS ABOUT ASSESSMENT

The core values underlying and reflected in this assessment policy include the following:

- **FORMATIVE ASSESSMENTS** provide students, teachers and parents with point in time information about a student's understanding of a topic, concept, skill, and/or unit when there is still time and to learn and grow.
- **CLASSROOM SUMMATIVE ASSESSMENTS** demonstrate the students highest level of understanding on a given topic, concept, skill, and/or unit. They provide a measurement of a student's competency on the associated standards and benchmarks.<sup>12</sup>
- **EXTERNAL SUMMATIVE ASSESSMENTS**
  - State testing (ex: SAT, M-Step) – teachers do not explicitly prepare students for these assessments, but the quality curriculum at Novi High School is expected to provide a strong foundation for success.
  - AP and IB exams and assessments – teachers do explicitly prepare students for these assessments using criteria, rubrics and sample questions from these institutions that align to their required curriculum.<sup>3</sup>
- **COLLABORATION** on curriculum and assessment design is supported and encouraged with monthly department and PLC meetings as well as district provided professional development throughout the year.
- **EFFECTIVE ASSESSMENT** provides multiple opportunities and ways for students to demonstrate formative understandings of required curriculum; and for teachers to provide feedback after formative and summative assessments of the required curriculum.
- **INTEGRITY** of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.
- **GRADING**
  - All grading policies are clearly stated in “Policy and Procedure” documents shared by each class at the beginning of each semester.

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<sup>1</sup> IB Diploma courses require internal assessments that are scored by classroom teachers, but a sample set is sent out for moderation to ensure accurate grading. These scores are reported to IB and become part of a student's overall IB grade for a course.

<sup>2</sup> IB Career-related core components require work to be assessed by the CP Core teacher and RP supervisors.

<sup>3</sup> AP courses typically have one external testing session in May – assessments are typically a combination of multiple choice and written responses. All are externally scored. IB courses typically have two external testing sessions in May – most May assessments are written and all are externally scored.

- All classroom grades are updated frequently in Schoology so students, parents, and staff can review student progress.
- At the conclusion of quarters and semesters grades are recorded in PowerSchool.
- Semester grades only appear on student transcripts.
- All AP and IB courses have weighted grades.
- AP and IB scores do not impact Novi High School grades. Students receive grade reports from AP and IB in July.

## **RESPONSIBILITIES**

### **Classroom Teachers**

- Encourage and support all students.
- Create an environment where students are comfortable demonstrating their understanding
- Promote, through modeling and expectations, the highest level of academic integrity.
- Create, provide, and discuss clear policies and procedures
- Prepare and use valid and reliable formative and summative assessments.
- Analyze the results of assessments and modify lessons to meet the needs of all students, providing remediation and/or acceleration if and when necessary.
- Provide students and parents with electronic, written, and/or oral feedback on assessments in a timely fashion.
- Collaborate with PLC(s), department, and/or like classes to improve validity and reliability of assessment and feedback/grades.

### **Advisory Teachers**

- Remind students to review all policies and procedures provided by classroom teachers at the beginning of each semester.
- Provide an environment where students are comfortable working and or seeking help in response to or preparation for assessments.

### **Students**

- Exercise the highest level of academic integrity as outlined in the Academic Integrity Policy
- Complete all assigned work
- Review, understand, and follow all course Policy and Procedure documents
- Monitor Schoology gradebook
- Use feedback from formative assessments to seek help and support prior to summative assessments.
- Review and understand AP and IB course and exam registration information if applicable.

### **Parents**

- Support the highest level of academic integrity
- Review all course policies and procedures at the beginning of each semester.
- Monitor Schoology gradebook and communicate directly with the classroom teacher when concerned.
- Create an environment that supports learning at home.
- Review “Friday Updates” from Principal Carter to stay informed.

### **Administration**

- Promote the highest level of academic integrity
- Provide quality professional development time for teacher collaboration
- Provide support and training for Schoology and PowerSchool so that teachers can effectively communicate.
- Document and share overall school performance on external assessments (SAT, AP, IB)
- Communicate and maintain protocols for addressing assessment concerns
- Maintain a committee to review this policy regularly.

## **ACADEMIC POLICY REVIEW**

The assessment committee created the original draft of this document. Date: February 9, 2017

With reference to community survey data, district updates, and Assessment Committee input, department input this policy was revised by Alaina Brown (AP/IB Coordinator), Sarah Lephart (Counselor – in addition to IB Counselor) Michael Ziegler (teacher), Hattie Maguire (teacher) and Andrew Comb (Assistant Principal) – **Fall 2021**

The revisions of this policy are currently in draft form and reflect the necessary changes identified by the Assessment Committee. The revisions of this policy will continue under the NHS Academic Policy Committee. The intention is for this policy draft to be the basis for staff meeting and department meeting discussions and revisions over the 2022-2023 school year at a minimum.