

## Assessment Policy

### Purpose of Assessment

We believe and expect that all students have the ability to achieve at increasingly higher levels. We believe the purpose of assessment is:

- To provide feedback to parents/guardians, students, and teachers about learning and understanding
- To be used as a tool to adjust instruction to accomplish course objectives; subject mastery will be evaluated based on student performance on assessments
- To provide students with a means to reflect on their learning
- To provide teachers with data to evaluate instructional effectiveness
- To provide parents/guardians with relevant data about student progress

Importantly, assessment is not a measure of character, behavior, or compliance.

The purpose of this policy is to ensure that our practices as a school align with these belief statements and are consistent across the school.

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### General Expectations

**Assessment should be ongoing throughout the course.** At minimum, teachers should aim for one formative assessment per week and two or more summative assessments each quarter, each consisting of two or more scores entered in the gradebook.

**Scoring and grading is used to give meaningful feedback.** Therefore, assessments must be graded in a timely manner so that the student can learn from the scores. Infinite Campus should be updated once every two weeks, at minimum.

**Rubrics are an important tool for clarity of expectations.** For summative assessments, rubrics will be provided to students. Teachers use the rubrics as a reference to help them do consistent scoring, and should focus on the language of the descriptors to determine student achievement levels. Rubrics may be holistic or analytical. They should be aligned to the RHS Holistic Rubric or MYP Rubrics whenever possible. Building off of these rubrics provides common language that students have already seen.

**Assessments can and should take a variety of forms.** Assessments can include tests, quizzes, presentations, papers, essays, websites, speeches, poems, videos, and anything else you can imagine.

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## Scoring Assessments

### Summative Assessments

- Summative Assessment: evaluation of student achievement through a culminating activity, generally at the end of the course/unit of study. Summative assessments will be based on backward planning using course aims and objectives and state standards. Students will be given ample opportunity to practice and receive feedback before any summative assessment.
- 80% of final quarter grade, with teachers using the “best fit” approach.
- Assessments are designed to align with course outcomes, Minnesota state standards, and MYP objectives and criteria.
- Aim to have 4+ summative grades in the gradebook each quarter. One “assessment” might assess multiple skills and therefore have multiple grades.
- Each course must have a common summative assessment for each unit (i.e. English 9, all sections have the same common summative for each unit).
- Graded on an 8 point rubric.
  - Grades 9-10 must use [MYP rubrics](#) and assess each of the four criteria 2+ times each year. The RHS holistic rubric or other rubrics can also be used.
  - Grades 11-12 should use the RHS holistic rubric and MYP rubrics whenever they apply. Doing this provides continuity for students, ultimately making it easier for teachers too. For Diploma Program courses (“IB Classes”), it is also important to use the rubrics and language of the formal Internal and External Assessments (“IAs” and “exams”).
  - See appendix for rubrics already built. They can be used as-is, or teachers may want to delete certain criteria (i.e. rows) if that is not what they are measuring on a given assessment.

### Retakes of Summatives

- All students who score 6 or below on a summative assessment should be encouraged, if not required, at least one retake. The highest assessment score will be recorded.
- Teachers should clearly communicate available days/times of retakes, including a final deadline for retakes, and what preparation needs to happen before the retake is allowed.
- Summative retakes can earn a maximum score of 7 out of 8. Scores of 8/8 are reserved for students who have “gone above and beyond.” As such, students can only earn an 8 on their first attempt of a summative.
- Different forms of summative assessment warrant different forms of “retake:”

- Retakes of summative quizzes/tests/exams/etc. can take the form of an alternate version of the exam that resembles the original assessment in content and rigor.
- Retakes of projects/etc. that the student *never* attempted can be an attempt of the original project/etc.
- Retakes of projects/etc. that *were* attempted can take the form of written corrections.
- At the end of quarter 4 retakes must be completed by the student's last day of school.

### **Formative Assessments**

- Formative assessment: evaluation aimed at identifying the learning needs of the student and helping to direct the path of learning. Formative assessment takes place throughout the course, based on the academic vocabulary, skills, content and concepts that will be evaluated in the summative assessment.
- 20% of final grade for each quarter
- Aim to have 9 formative grades in the gradebook each quarter (1 per week on average)
- Late work: as a general rule, accepting late work is encouraged. The goal is that students learn! Any policy that limits the submission of late work should be included in the course syllabus and communicated early and often to students. In Infinite Campus it is possible to leave a general comment on an assignment, noting the last day it will be accepted.
- Formatives can be graded on an 8 point rubric or 2 point scale:
  - Teachers can use the 8 point scale for formatives when you want to communicate growth and performance levels. This is helpful for teaching students how the language of the rubric relates to their work.
  - Teachers can use a 2 point scale (2= complete; 1= partially; 0= incomplete) for homework checks and other smaller assignments, when you want to mark for completion or practice, not measurement or growth.

### **Internal Moderation of Assessments**

- On a yearly basis, teams of course-alike teachers meet in order to:
  - Refamiliarize themselves with IB assessment criteria
  - Norm with sample assessments provided by IBO on subject sites in the PRC
  - Align with IB examiner marking of IB sample assessments
  - Collaboratively grade and assess IAs and student mock exams

### **Missing or Incompletes**

- Missing summative or formative assessments should be marked "M" in Infinite Campus. This allows for any easy way to generate a list of missing work for any student. If you later go back to fill in a score, the

computer will automatically switch your “M” to an “L” for late, which doesn’t impact the score, but does help see if there is a pattern of lateness.

- Summative assessments that students miss due to an absence (excused or unexcused) will be marked missing “M” and the same retake rules will apply.
- If a student should be exempt from an assignment, mark it as “X” in Infinite Campus.
- Assignments posted before a student is enrolled in the class are marked in Infinite Campus.

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## End of Quarter Grades

Teachers record assessment scores that reflect the 8 point scale which is then converted to the letter grade. Final course grades are translated on a quarterly basis as A, B, C, D, F or I to be reported to families and post-secondary institutions. C/NC is only given when it is written into an IEP or by prior administrative approval.

At the end of each quarter, students who have not provided adequate evidence to be assigned a passing grade will receive an “F” for the quarter (or an “NC” if specified in a student’s modified grade scale).

Any other efforts to change a grade after the quarter are reserved for special circumstances agreed upon in a written contract between the teacher and student, with administrator approval.

## Relationship Between IB and Local Education Requirements

The Minneapolis School District has adopted an 8 point criteria scale (see appendix) for student scores on formative and summative assessments. Our grading system, Infinite Campus, translates the number score into a final course grade that is more easily understood by external stakeholders including Minnesota Department of Education and Post-secondary institutions.

## Assessment Responsibilities

Students	Teachers
<ul style="list-style-type: none"><li>● Complete assessments to the best of their ability</li><li>● Use grades and feedback to evaluate learning and identify ways to improve</li><li>● Look for improvement opportunities based on assessments</li><li>● Share assessment information with parent/guardians</li><li>● make learning a priority and be engaged during class</li></ul>	<ul style="list-style-type: none"><li>● Provide formative and summative assessments that are relevant and aligned with course objectives</li><li>● Collaboratively norm/standardize grading practices based on sample assessments from IB</li><li>● Provide differentiated instruction to enhance learning that is based on assessment results</li><li>● Submit timely feedback from assessments for students and parent(s)/guardian(s)</li><li>● Advise students and parent(s)/guardian(s) of strengths and improvement opportunities</li></ul>

<ul style="list-style-type: none"> <li>● make attendance a priority, including being to class on time and remaining actively engaged throughout the class period</li> <li>● Practice self-advocacy</li> <li>● Check student portal once a week for missing assignments</li> <li>● Demonstrate IB Learner Profile attributes in class and on assessments</li> <li>● Use retake opportunities and prepare for them</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate assessment data to improve instructional practices</li> <li>● Work collaboratively with department, course-alike colleagues, and PLC groups to improve instruction and assessment</li> <li>● Update grades at least once every two weeks in Infinite Campus</li> <li>● Provide rubrics and summative assessment information and examples when assessment is introduced</li> <li>● Implement Middle Years Program and Diploma/Career-related Program assessment practices and prepare students for external exams</li> </ul>
<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>● Support teachers, students and parents</li> <li>● be conscientious of the daily work and summative assessments taking place in each classroom</li> <li>● Prioritize students being in class</li> <li>● Follow field trip guidelines at the end of each quarter</li> <li>● Communicate schedule changes, ideally at least one week in advance</li> <li>● Observe classroom teachers and students</li> <li>● Prioritize time for teaching teams to collaborate</li> <li>● Publish, promote, support this assessment policy</li> <li>● Provide support for teachers to implement policy with fidelity</li> <li>● guide teachers on aligning assignments with course outcomes as necessary</li> <li>● ensure staff teaching alike classes must use the same summative assessments and collaborate to provide similar formative assessments if they go into the grade book.</li> </ul>	<p><b>Caregivers</b></p> <ul style="list-style-type: none"> <li>● Work with students and teachers to take advantage of learning opportunities</li> <li>● Recognize student success and growth and communicate concerns with staff</li> <li>● Provide a positive learning environment outside school</li> <li>● Check the online gradebook on a regular basis to check learners' progress, grades, and attendance</li> <li>● Help and support students in reaching out to their teachers, but encourage students to be the main contact.</li> <li>● Contact the attendance office (email <a href="mailto:roosevelt.attendance@mpls.k12.mn.us">roosevelt.attendance@mpls.k12.mn.us</a> or call 612-668-4842) regarding any absences, late arrivals, or early departures.</li> <li>● Not contact students directly during class on their phones</li> </ul>

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## Assessment for Special Education and ELL Students

Students with Individual Education Plans (IEPs) may require modifications to assessment. Any modifications to assessment will be stated in the student's IEP. For additional information, please refer to the Roosevelt High School Inclusion Policy. Individual Education Plans (IEPs) with a modified grade scale supercede the school-wide policy.

Students whose first language is not English (EL Students) may need additional support to meet all the content area objectives or may need modification to assessments. This will be determined by a collaboration of the

subject area teacher and ELL teachers. For additional information, please refer to the Roosevelt High School Inclusion Policy.

Assessment of Multilingual Learners can pose questions around fairness and equity. Still, Multilingual Learners, regardless of previous scores on the WIDA ACCESS or Screener tests must be graded on the same grade scale as their peers in class (meaning, not utilizing Credit/No Credit unless that is the standard for the entire class), **but also should not fail if there has been no differentiation in their assessment nor scaffolds and supports for their learning.**

*Language Assessment might be taking a backseat to measuring the degree to which ELs have mastered content learning targets. If we focus on content assessment, can we find alternate ways students can express their content knowledge that reduces the linguistic burden?*

- [Dove and Hongisfeld](#)

What is the standard being assessed? What are the most important components / benchmarks of this standard? Answering these questions will help to focus and distill the most important elements and key concepts of the content that should be assessed and help to focus the differentiated lessons for Multilingual Learners.

Next, we can consider how can this assessment be altered to lighten the linguistic load for students so they can demonstrate some level of content knowledge?

Ideas include but are not limited to:

- Checklists
- Differentiated Rubrics
- Use of native language support (dictionaries, glossaries, and/or translated versions for those who are biliterate)
- Paraphrase directions in simplified English.
- Use nonverbal cues such as graphic or pictorial support.
- Invite students to provide input on what accommodations will help them with assessment.
- Allow students to practice accommodations and modifications in lessons prior to the assessments.
- Provide students opportunities to evaluate supports and scaffolds.

Again, ensure that the student was also provided with differentiated instruction in order to access the content. [Click here for a list of support and differentiation tools.](#)

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## Review of this policy

The IB Coordinators, along with the Instructional Leadership Team (ILT) and the Site council revised this policy September 2023 and again in November 2023. The team will regularly review to ensure that school-wide grading practices are equitable and aligned with IB assessment philosophies.

Appendix

RHS Holistic Rubric - English



## 8-point Grade Scale

Description of your work	Score	Grade
<p><b>Very Limited to No Evidence of Work</b></p> <p>Your work does not meet any of the descriptors below.</p> <p><b>Descriptive words in class rubrics:</b> Incomplete, Unacceptable, Inaccurate, Insufficient, Limited</p>	0 - 1	F
<p><b>Work Demonstrates Learning is Just Beginning</b></p> <p>Your work demonstrates a limited understanding of knowledge, skills, and concepts.</p> <p><b>Descriptive words in class rubrics:</b> Developing, Limited, Partial, Suggests Solutions, States Knowledge, Makes Judgements, Somewhat Appropriate</p>	2	D- D D+
<p><b>Work is Progressing</b></p> <p>Your work demonstrates a basic understanding of knowledge, skills, and concepts.</p> <p><b>Descriptive words in class rubrics:</b> Adequate, Inconsistent, Reasonable, Sometimes, Suggests Solutions, Satisfactory, Some Errors</p>	3 - 4	C- C C+
<p><b>Work Demonstrates Mastery</b></p> <p>Your work demonstrates a significant understanding of knowledge, skills, and concepts.</p> <p><b>Descriptive words in class rubrics:</b> Accurate, Proficient, Substantial, Sufficient, Competent, Logical, Usually Applies, Explains &amp; Justifies, Makes Supported Judgments, Solves Problem Sets, Describes, Consistently</p>	5 - 6	B- B B+
<p><b>Work is Excelling</b></p> <p>Your work shows an exceptional understanding of knowledge, skills, and concepts.</p> <p><b>Descriptive words in class rubrics:</b> Extended, Analytical, Innovative, Accomplished, Honed, Perceptive, Sophisticated, Evaluates, Demonstrates, Justifies Fully and Critically, Consistent, Effective</p>	7 - 8	A- A



## Escala de Calificaciones de 8 Puntos

Descripción de su trabajo	Puntaje	Nota
<p><b>SIN EVIDENCIA</b></p> <p>Su trabajo no cumple con ninguno de los descriptores anteriores.</p> <p><b>PALABRAS DESCRIPTIVAS:</b> incompleto, inaceptable, inexacto, insuficiente, limitado</p>	0 - 1	F
<p><b>ESTÁ INICIANDO</b></p> <p>Su trabajo muestra una comprensión limitada de conocimientos, habilidades y conceptos.</p> <p><b>PALABRAS DESCRIPTIVAS:</b> desarrollando, limitado, parcial, sugiere soluciones, expresa conocimiento, emite juicios, algo apropiado.</p>	2	D- D D+
<p><b>EN PROGRESO</b></p> <p>Su trabajo muestra una comprensión básica de conocimientos, habilidades y conceptos.</p> <p><b>PALABRAS DESCRIPTIVAS:</b> adecuado, inconsistente, razonable, a veces, sugiere soluciones, satisfactorias, algunos errores.</p>	3 - 4	C- C C+
<p><b>CON DOMINIO</b></p> <p>Su trabajo muestra una comprensión significativa de conocimientos, habilidades y conceptos.</p> <p><b>PALABRAS DESCRIPTIVAS:</b> preciso, competente, sustancial, suficiente, competente, lógico, usualmente aplica, explica y justifica, hace juicios fundamentados, resuelve conjuntos de problemas, describe, consistentemente.</p>	5 - 6	B- B B+
<p><b>EXCELENTE</b></p> <p>su trabajo muestra una comprensión excepcional de conocimientos, habilidades y conceptos.</p> <p><b>PALABRAS DESCRIPTIVAS:</b> extendido, analítico, innovador, realizado, perfeccionado, perceptivo, sofisticado, evalúa, demuestra, justifica completa y críticamente, consistente y efectivo.</p>	7 - 8	A- A



## MYP Rubrics

In grades 9-10 each strand of each criteria for a subject should be measured at least twice throughout the year. In grades 11-12, this is suggested, but not required. If not using these exact rubrics in 11-12, a similar style with similar language should be used to provide continuity for students.

<b>Arts</b> A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding	<b>Design</b> A: Inquiring and analyzing B: Developing ideas C: Creating the solution D: Evaluating
<b>Individuals and Societies aka Social Studies</b> A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	<b>Language Acquisition aka World Language</b> A: Comprehending spoken and visual text B: Comprehending written and visual text C: Communicating in Response to Spoken, Written and Visual Text D: Using Language in Spoken and Written Form
<b>Language and Literature aka ELA</b> A: Analyzing B: Organizing C: Producing Text D: Using Language	<b>Mathematics</b> A: Knowing and Understanding B: Investigating Patterns C: Communicating in Mathematics D: Applying Mathematics in Real-life Contexts
<b>Physical &amp; Health Education</b> A: Knowing and Understanding B: Planning for Performance C: Applying and Performing D: Reflecting and Improving Performance	<b>Sciences</b> A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impact of Science

## Sources

- Anwatin Middle School. "Anwatin Middle School Assessment Policy", 2023.
- Edison High School. "Thomas Edison High School Assessment Policy", 2018.
- Henry High School. "Patrick Henry High School Assessment Policy", 2018.
- Hopkins Public Schools. "Assessment Policy", 2018.
- IBO "Assessment in the DP."
- IBO "Developing an assessment policy."
- IBO The Diploma Programme: From principles into Practice. "Assessment Policy."
- IBO "Further Guidance for Developing MYP Assessed Curriculum."
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- IBO "MYP: From Principles into Practice."
- IBO "The principles of IB Assessment."
- IBO "Towards a continuum of international education."
- Multilingual
- Southwest High School. "Southwest High School IB World School Assessment Policy," 2018.