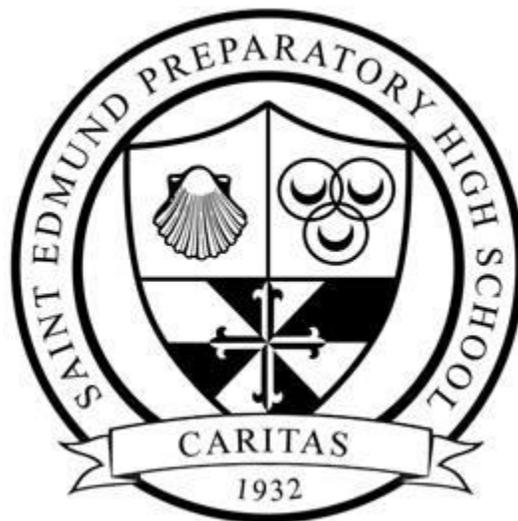


The International Baccalaureate Diploma Program

Assessment Policy

St. Edmund Preparatory High School



Adopted: April, 2014

Modified: March 2017

Academic Assessment

Assessment, in its various forms, is a critical component of one's educational journey. Assessment provides students with opportunities to determine the degree to which they have mastered content knowledge and skills and to reflect on their progress, allowing for self-evaluation of strengths and areas for improvement in each subject area. Assessment also provides teachers the ability to determine the degree to which students have attained mastery of content knowledge and skills, revise their curriculum and instruction to meet student needs and reflect on their own knowledge and skills, thereby strengthening one's professional practice.

Principles of Assessment

The administration and staff of St. Edmund Preparatory High School recognize the importance assessment plays in the areas of planning, teaching, reporting and reflecting.

Effective assessment allows students to:

- demonstrate a broad range of conceptual understanding and skills
- demonstrate critical thinking abilities
- utilize a variety of learning styles and intelligences
- participate in self-assessment and structured peer assessment
- analyze their own learning and perform self-reflection on their strengths and areas for improvement
- set goals for their own learning

Effective assessment allows parents to:

- monitor evidence of student learning
- serve as an active participant in student learning
- provide opportunities of support to students and teachers

Effective assessment requires teachers to:

- engage in self-reflection on their own practice
- use assessments to inform and improve instruction
- provide for a variety of assessments
- recognize students' different learning styles and develop assessments to utilize these
- make students aware in advance of the criteria required for producing a quality product
- assess in a context that is meaningful, relevant and motivating to students
- analyze data to identify patterns in student performance and needs
- provide timely and clear feedback that is constructive towards future learning
- undertake assessments in accordance with diocesan and state principles
- maintain detailed assessment records

Effective assessment requires administration to:

- support teachers in maintaining assessment skills and in developing new assessment strategies
- provide time for teachers to plan and reflect
- provide training on data analysis and use
- use student achievement data to set school-wide, departmental, and individual goals
- maintain detailed assessment records and use these to provide achievement information to students and parents in a timely and ongoing manner as well as at formal reporting times.

IB Assessments

IB assessments in both the Middle Years Programme (MYP) and Diploma Programme (DP) are criterion-referenced, not norm-referenced. This means that the method of assessment judges each student in relation to identified standards and criterion rather than against the work of other students.

Internal Assessment in the Diploma Programme

Internal Assessment allows some of the student assessment to be carried out by teachers over the duration of the course. Teachers mark individual pieces of work and this grade counts as a percentage of the student's overall IB score. A sample of the teacher-marked work is sent to a moderator who then evaluates the teacher's application of the grading rubrics. After moderation, the grades are printed and stored in a binder in the IB Coordinator's office.

External Assessment in the Diploma Programme

External Assessment refers to work that is conducted and overseen by teachers or proctors, and then graded externally by examiners. Other areas of the program which are externally moderated are the Personal Project, the Extended Essay, English A1 World Literature essays, Language B essays and the Theory of Knowledge (TOK) essay. After moderation, the grades are printed and stored in a binder in the IB Coordinator's office.

Predicted Grades in the Diploma Programme

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards. Predicted grades are submitted to the IB Coordinator for recording.

Assessment and State Requirements

At St. Edmund Prep, our students are still required to take the New York State Regent Exam in History (MYP Year 5 and DP Year 1), Science (MYP Years 4 & 5), Mathematics (MYP Years 4 & 5, and DP Year 1) and English (DP Year 1) and we find that the MYP and DP curriculum and assessments that take place during the school year match up well with the knowledge and skills needed to succeed on the regent exams. The DP students have had high levels of success on the regent exams.

New York State recognizes the rigorous nature of International Baccalaureate classes and agrees that they either meet or exceed state requirements.

Graduation Requirements/New York State Requirements

Religion	4 Years (6 semesters)
English	4 Years
History	4 Years
Physical Education	4 Years (4 semesters)
Math	3 Years
Science	3 Years
Foreign Language	3 Years
Health	1 Semester
Art	1 Semester
Music	1 Semester
Computer Science	1 Semester
Elective Courses	6 Semesters

Minimum number of credits that must be successfully completed each year in order to graduate on time:

Freshman Year:	7.5 credits
Sophomore Year:	7.0 credits
Junior Year:	6.5 credits
Senior Year:	6.0 credits
Total Required Credits for Graduation:	27 credits

St. Edmund Preparatory High School considers Regents level classes as standard level classes. Remedial courses are designed to enable students to progress to Regents level classes. Students are encouraged to take college level and advanced placement courses whenever possible. Students enrolled in the Diploma Programme take a Regent exam at the end of their junior year in American History and English.

Requirements for an Advanced NYS Regents Diploma	Minimum State Testing Requirements for a St. Edmund Prep Diploma in conjunction with New York State
Mathematics Regents (3) Science Regents (2) Global History/Geography Regents American History Regents Comprehensive English Regents	Mathematics Regents Science Regents American History Regents Global History/Geography Regents Comprehensive English Regents

Academic Grading Information

Grading Policy

Most assignments will be given a percentage grade along with a converted IB grade. The process by which IB MYP grades are calculated is detailed under the Academic Assessment category.

A+/96-100/7 Excellent

Indicates unusually high achievement. Students at this level, in addition to fulfilling the minimum requirements, give evidence of the ability to work independently, read rather widely on their own initiative, organize the materials of the course in relation to its wider implications, and give evidence of habitual errorless mastery.

A/90-95/6 Very Good/Superior

Indicates achievement demonstrably above average and an intelligent fulfillment of course requirements in a manner that approaches the excellence of the highest grade.

B+/85-89/5 Good

Signifies a consistently high level of achievement and indicates that the course requirements have been fulfilled in an intelligent and above average manner.

B/80-84/5 Very Satisfactory

Signifies a more acceptable degree of understanding and achievement than a C+. Indicates that a student has mastered the basic course material, fulfilled assignments as required, and given evidence of mastery of the skills required for the course.

C+/76-79/4 Satisfactory

Signifies acceptable understanding and level of achievement of course material.

C/71-75/3 Below Satisfactory

Indicates understanding and achievement below the average level expected of students.

D/70/3 Passing

Satisfies the basic course requirements and therefore warrants only minimum approval.

F/65-69/2 Failure

Indicates that the student's work does not merit a passing grade.

F/Below 64/1 Failure

Indicates that work was not done or that learning was insufficient.

Academic Excellence: To recognize, honor, and encourage high standards of academic excellence, the following honors are awarded each marking period:

Principal's List – Marking Period Average between 93-100, with no weighted marking period grade lower than 90

First Honors – Marking Period Average between 88-100, with no weighted marking period grade lower than 85

Second Honors – Marking Period Average between 85-100, with no weighted marking period grade lower than 80

Grades for students enrolled in Honors Level classes are weighted by a factor of 1.02
Grades for students enrolled in AP classes, IB classes and St. John's College Advantage Program classes are weighted by a factor of 1.06.

Academic Assessment

HomeLogic

Teachers record all of their class grades on HomeLogic. This includes teachers of IB MYP and DP classes. It is expected that all parents and students will monitor HomeLogic regularly in order to check test grades, homework submissions, and overall class progress on a consistent basis. If there are questions regarding a username or password, please contact the IT Help Desk at (718) 743-6100 x5190.

Formative and Summative Assessments

Formative assessments take place every day in the classroom and summative assessments take place approximately every two weeks in the Diploma Programme and every 4-6 weeks in the Middle Years Programme. Formative assessments may take the form of a quick check for understanding, an exit slip, rubrics, lab reports, graphic organizers, or a short quiz. They will sometimes be recorded in HomeLogic if there is a way to enumerate the grade. Summative assessments take the form of tests, essays, projects, lab reports, or presentations. These are awarded enumerated grades and recorded through HomeLogic. All summative assessments will assess at least one of the criterion on the below chart. Each criterion has a maximum score of 8 and, as there are four criterion per subject group, the highest grade per subject group is a 32. That 32 is then converted to a score from 1-7.

MYP Assessment Criterion

The MYP assessment criteria across all subject groups can be summarized as follows:

Subject group	A	B	C	D
Language and Literature	Analysing	Organizing	Producing Text	Using Language
Language Acquisition	Comprehending Spoken and Visual Text	Comprehending Written and Visual Text	Communication	Using Language
Individuals and Societies	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 Performance
Design	Inquiring and Analysing	Developing Ideas	Creating the Solution	Evaluating
MYP Projects	Investigating	Planning	Taking Action	Reflecting
Interdisciplinary	Disciplinary Grounding	Synthesizing	Communicating	Reflecting

For each subject, the teacher will assess to what extent the student has met the requirements of the criteria. Once that has been done the grades will be scaled using the MYP general grade descriptors. To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group using the following table. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary Guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

We are editing our schoolwide writing rubrics in order to align with the MYP criteria. We will be using the rubrics alongside the criteria until the edit is complete.

Our school is currently weaving the International Baccalaureate Approaches to Teaching and Learning throughout each department in our school and we believe that it will help us to further standardize student learning and assessment.

Progress Reports/Academic Status

Progress Reports will no longer be sent home with the students. Access to student grades is available online throughout the year. Parents and guardians are expected to monitor their child's progress regularly and direct any concerns to the classroom teacher in a timely fashion.

Seniors

Seniors are the leaders and role models of SEP and will be treated as such. Parents of seniors may experience fewer interim progress reports and homework referrals than previous years, as our students will be the primary point of contact for all academic information. Parents are always encouraged to contact any teacher as often as necessary.

Potential Failure Reports

Potential failure reports are sent to parents during the last quarter of the term. The purpose of these reports is to alert parents concerning the need for a student's extra study in a particular academic area.

Report Cards

Official report cards, issued at the end of each quarter, are available online and in hard copy. Parents or guardians are expected to review the student's report card so that any scholastic weakness may be detected and appropriate steps taken to improve a student's academic performance. The passing grade is 70%, but such a mark is an indication of weakness in that subject and should be dealt with accordingly. A copy of the report card should be signed by the parent or guardian, and returned to school. MYP final grades are reported to parents in June of Years 4 and 5 with a IB- MYP Report Card using achievement levels of 1-7.

Academic Failure

It is our goal that all students achieve academic success. However at times, students may struggle in one or more of their classes. It is of the utmost importance that those students struggling to grasp and master the material presented be given an opportunity and the resources needed to achieve academic success. Therefore, the following process will take place when students are faced with failing one or more classes:

1. If a student fails one or two classes in any given marking period, they will meet with their guidance counselor to devise a plan of action necessary to pass said class(es).
2. If a student fails three or more classes in any given marking period, he or she, along with a parent, will meet with one of the Assistant Principals. The student will be placed on academic probation and a plan of action will be devised in order to ensure that he or she has the tools necessary to pass said class(es).

Students must make up course failures in summer school. There are absolutely no exceptions to this policy. Any student who fails a one-semester course must repeat that course in summer school even if the course failure is in the first semester. Students who fail to make up a failed course in summer school will be prohibited from attending St. Edmund Prep the following school year.

A student who receives a final failing grade for a subject will be required to attend St. Edmund Prep summer school. A student who fails three or more academic subjects each marking period will be required to attend a conference with their parents or guardians and the Principal or Assistant Principal. Students who are unable to pass all failed subjects in summer school will not be allowed to return to St. Edmund Prep.

Students who have failed a regent exam required for graduation will be required to attend a review class and the next administration of that regent exam. Attendance will be mandatory in all regent review classes.

Seniors who are unable to make up all failed courses by the end of the summer immediately following their senior year will not be eligible to participate in the graduation ceremony in June.

A student who is significantly underachieving in any subject will be treated as a failure at the discretion of the administration.

A student who failed multiple subjects at the end of the preceding year must meet with a member of the Administration before participating in any fall sport.

Academic Preparation

In order to succeed in each subject, students must habitually commit themselves to taking notes, participating in class discussions, completing homework, and preparing for tests wholeheartedly.

Students are expected to prepare diligently each and every night for the next day's classes. An average of approximately one and a half hours of study per night is necessary to achieve one's potential.

Students who fail to submit homework assignments regularly may be required to attend mandatory homework sessions. Students who are failing a class may be required to attend remedial classes held before or after school. Failure to attend any of these classes or homework sessions will most likely result in a conference between parents or guardians and the Assistant Principal to determine a course of action. Continued absences from these programs may result in the student's dismissal.

Guidance Department

St. Edmund Preparatory High School offers full time guidance services, open to all students and parents. Each student is encouraged to introduce himself/herself to a counselor early in the academic year and to avail himself/herself of the many services provided. The purpose of the guidance program is to be of assistance to the students, families and teachers and to assist in making the educational process as effective as possible.

Policy Review

Policies will be reviewed annually by the Academic Leadership and a voluntary committee of teachers.