

## **Renfroe Middle School/Decatur High School Assessment Policy**

**We, the faculty and administration at Renfroe Middle School and Decatur High School, believe:**

- Frequent and rigorous assessment is central to designing quality instruction.
- Clearly defined assessment criteria help students, parents, and teachers understand classroom expectations.
- Summative assessments provide the evidence for determining grades.
- Students should be allowed multiple opportunities to demonstrate growth and mastery of learning targets.
- New evidence of learning should be considered more accurate than old evidence.
- Academic effort is important and should be reported.

**To practically implement these beliefs we agree to:**

- Openly discuss assessment with students, helping them understand the purpose of assessments and how each assessment informs their overall grade.
- Use measures other than a simple average to determine a student's level of achievement. These might include median, mode, and an examination of student growth.
- Use summative assessments and measures of student growth and achievement exclusively to determine a student's course grade.
- Report effort using the Effort Rubric.
- Use MYP assessment criteria in MYP classes and clear assessment criteria in DP and non-IB classes.

### **Grading at Renfroe Middle School and Decatur High School**

#### **Progress Reports and Final Grades**

Students receive progress reports every six weeks, with the first progress report at six weeks reflecting only effort grades. Progress reports at twelve, eighteen, twenty-four, and thirty weeks include both in-progress grades and effort grades. Teachers include comments for many students, including for all students who have scored below a 3 either on a summative assessment or have a progress report grade below a 3 or an effort grade below a 3 in any course. The final grade report at thirty-six weeks reports course grades and effort grades for the school year.

#### **MYP Courses**

A student's grade in an MYP class is determined by his or her overall achievement in each of the four grading categories for the class as calculated by the sum of the four scores, each given on a scale of 1 to 7. In Language and Literature, for example, the criteria are: A - Analyzing, B - Organizing, C - Producing Text, and D - Using Language. The table below shows grade and the

corresponding total scores ranges for each grade. Letter grades are also included because letter grades are used to calculate class rank, grade point average, and qualification for state of Georgia academic scholarships. Course grades below a 3 or C are not passing and do not earn course credit.

Final Grade	Letter Grade	Descriptor
7	A+	The total of scores in criteria A,B,C, and D is 28-32.
6	A	The total of scores in criteria A,B,C, and D is 24-27.
5	B+	The total of scores in criteria A,B,C, and D is 19-23.
4	B	The total of scores in criteria A,B,C, and D is 15-18.
3	C	The total of scores in criteria A,B,C, and D is 10-14.
2	F	The total of scores in criteria A,B,C, and D is 6-9.
1	F	The total of scores in criteria A,B,C, and D is 0-5.

### DP Courses and Non-IB Courses

Teachers of 11<sup>th</sup> and 12<sup>th</sup> grade courses work together as collaborative planning teams to create logical assignment categories organized around either units or different areas for assessment. Categories such as tests, quizzes, and essays are not to be used. Gradebooks include a category for formative assessments that has no weight, so teachers can report progress and achievement on formative work without that work being used to determine overall progress or course grades.

A student's grade in DP or non-IB is given on a scale of 1 to 7. The table below shows final course grades and the corresponding letter grades. Letter grades are used to calculate class rank, grade point average, and qualification for state of Georgia academic scholarships. Course grades below a 3 or C are not passing and do not earn course credit.

Final Grade	Letter Grade
7	A+

6	A
5	B+
4	B
3	C
2	F
1	F

### End-of-Course Milestone Assessments

Per Georgia Department of Education regulations, End-of-Course Milestone Assessments will comprise 20% of a student's course grades for all courses that have a End-of-Course Milestone Assessments (High School courses only).

### Effort Grades

Effort grades are assigned on a scale from 1-4 based on the descriptions below.

Effort Grade	Descriptor
4	Student consistently displays initiative in his or her own learning, consistently exhibits accountability for his or her own work, and is consistently self-directed.
3	Student usually displays initiative in his or her own learning, usually exhibits accountability for his or her own work, and is usually self-directed.
2	Student sometimes displays initiative in his or her own learning, sometimes exhibits accountability for his or her own work, and is sometimes self-directed.
1	Student rarely displays initiative in his or her own learning, rarely exhibits accountability for his or her own work, and is rarely self-directed.

In accordance with research related to growth mindset and other non-cognitive factors, DHS and RMS faculty believe that there is a close tie between academic effort and academic achievement. Subject departments and collaborative planning teams will operationalize effort as a team each year to determine what initiative, accountability, and self-direction look and sound like in each content area. In turn, each course will design and implement a lesson to operationalize effort with students. Lesson plans will be reported to ensure that each student is instructed on strategies and measures of effort for each course.