



Assessment Policy

Brief Overview

The Amundsen High School Assessment Policy is comprised of four parts. The first part contains the assessment policy of the Chicago Public Schools. This provides the context in which the Amundsen High School Assessment Policy must live. The second part of this document outlines the local context for assessment at Amundsen High School. Its provisions apply to all assessment at Amundsen High School including IB courses. The third part of this document is the IB Assessment Policy. These provisions are specific to the IBDP/CP context at Amundsen. Finally, the fourth part of this document consists of the Amundsen Grading Policy, which is the manifestation of assessment at Amundsen High School. It is the document which Amundsen staff use to communicate and to explain who student learning is assessed and recorded at Amundsen High School.

Part I: Chicago Public Schools (CPS) Assessment Policy:

The Chicago Board of Education believes that promotion from one grade in high school to the next must indicate that students have passed a series of academically challenging courses in the core subject disciplines of English, Mathematics, Science, and Social Sciences, as well as courses in other areas such as world languages, fine arts, physical education, and career education that are aligned with the Common Core State Standards. Students who successfully earn course credits should display their understanding of and competency in course subject matter through both standardized exams and appropriate assignments and assessments developed by teachers. The Chicago Board of Education also recognizes that students must attend classes in order to achieve their highest levels of learning. Therefore, students who are unsuccessful at attending their classes may not receive the course credits necessary for promotion into the next high school grade. This promotion policy requires that the city's high school students demonstrate genuine academic achievement and a commitment to learning in order to make progress toward earning their high school diplomas.

a. Class Attendance: Students must attend their classes in order to learn and retain course subject matter. Consequently, students' success in earning credits towards promotion shall be determined by attendance in class as well as by performance on academic assignments. Therefore, students who have unexcused absences in 20% or more of the classes in a particular course during the period for which a unit of credit is earned shall not pass the course and shall receive no credit towards promotion.

b. Assessment of Student Work: The Chicago Board of Education believes that student work must be regularly and systematically assessed with methods that both challenge students and provide an accurate evaluation of students' success in learning course subject matter. Teachers shall regularly use a variety of criteria in assessing students' work, *e.g.*, objective and essay tests, student portfolios, oral presentations, research assignments, homework and class work. These assessment criteria should be appropriate to the course content and should provide students with a variety of means by which they can demonstrate their mastery of the material covered in a class. One important method of assessing student success in learning course



subject matter is the summative final end-of-semester examinations. It is recommended as an educationally beneficial practice that final end-of-the-semester examinations for students taking the same course at a school be developed collaboratively by the course teachers working under the auspices of the department chair. Results on final end-of-semester examinations shall constitute at least 10% of students' final semester grade.

c. Bilingual/English Language Learners

i. First and Second Year Transitional Bilingual Education Program/Transitional Program of Study Students: Students in their First and Second year in a Transitional Bilingual Education Program/Transitional Program of Instruction must complete the required promotion criteria in their home language, while completing the required English as a Second Language curriculum.

ii. Third Year English Language Learners: Third year English Language Learners shall complete the same number of credits as those required of the general program students. Since these students are in transition, their classes may be in English, Sheltered English or their home language.

d. Students with Disabilities: Students with disabilities are expected to master the general curriculum to the maximum extent appropriate with the use of supplementary aides and services. The Individualized Education Program ("IEP") Team determines whether a student with disabilities are meeting the expected Chicago Public Schools and Amundsen Assessment Policy; promotion criteria and Service Learning criteria, which must be documented in the student's IEP.

e. Parental Notification: At the end of the fifth week, fifteenth week, twenty-fifth week, and thirty-fifth weeks, parents will be notify in writing of their child's progress in all classes. Parent are encouraged to set up a parent portal account where they have access to their child's grades and attendance at all time via internet.

f. Exemptions: Decisions on exemption requests shall be made on a case-by-case basis with the Chief Education Officer or designee taking into consideration such factors as:

- i. Health issues regarding the student;
- ii. Issues related to a student's family;
- iii. A student's prior academic history and effort; and
- iv. Other extenuating circumstances.

Part II: Amundsen High School Assessment Policy:

Assessment Philosophy: Value what students know and can do, and give support and feedback in areas where growth is needed. The policy below incorporates this rationale and takes into account practical concerns about deadlines and the importance of meeting them, and provides some flexibility to teams to determine the appropriate balance between summative assessments and formative tasks.

In addition to the policies created by CPS, Amundsen adheres to the following policies with regard to assessment:

a. Assessment Procedures: Cumulative Grade Point Averages are based on semester grades. Semester grades include formative assessments, summative assessments, and some consideration for attendance. Each course must give an exam at the end of the semester. Teachers provide a syllabus specific to their courses on the first day of school. Course-specific grading procedures are outlined on the syllabi. All students are ranked at the end of each semester. CPS determines rank using marks earned in all subjects taken in high school. Grades are weighted according to the rigor of the course taken. For courses designated as regular, an A is a 4.0. For courses designated as honors, an A is a 5.0, and for courses designated as advanced (AP or IB), an A is a 6.0. The highest weighted GPA in the senior class is 4.8 and the lowest is 0.3. The grading scale is:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 59% and below

b. Based on CPS and school policy, all teachers are required to assess students on at least 5 criteria. Teachers who teach the same subject prepare formative/summative assessments cooperatively. IB teachers are required to use IB rubrics to assess students (a minimum of four times per semester) and then convert to the 10-point scale mandated by the school and district. A passing grade is at least a “D” average for the semester.

c. Communication of Grades to Parents and Students. Grades are communicated to parents and students using the following schedule:

i. All instructors are required to post assignments on CPS IMPACT, an online system that allows parents and students to access their grades. The system allows parents and students to receive text or email messages if they or their student misses an assignment or allows his/her average



grade to drop below a mark specified by the parent or student.

ii. A weekly list is produced of students who are not meeting course requirements in one or more courses. These students are discussed at grade-level meetings and an action plan is made to remedy this situation. Teachers are required to notify parents if a student's grade falls into the D/F range.

iii. At week 5 intervals, instructors complete Progress Reports that are given to students to take home to their parents. These include the current grade and may include a brief comment regarding student performance.

iv. In between the CPS mandated Progress Reports and Report Cards, students are given an Amundsen student snapshot consisting of the following information: behavioral incidents; attendance (absences and tardies for each class); current grades; total credits; grade point averages; graduation requirements; and status of being on track.

v. At week 10, Progress Reports are distributed to parents at Report Card Pickup. On this day, parents and students meet to speak with their instructors about their performance.

vi. At week 15, instructors complete Progress Reports that are generated and given to students to take to their parents. These include the current grade and may include a brief comment regarding student performance.

vii. At week 20, a final report card for the semester is sent home to parents.

Part III: IB Diploma Program Assessment Policy:

In addition to the foregoing, the Amundsen High School IB Program has implemented the following policy with respect to assessment in IB classes.

a. Assessment Goals

- i. To determine student mastery of course material.
- ii. To provide practice for and a model of IB assessments.
- iii. To determine student progress towards local, state, and national criteria.

b. Assessment Purpose

- i. To provide informative data to teachers, students, and parents regarding student growth in each subject
- ii. To provide accountability for all members of the learning process
- iii. To evaluate student skill and performance in the program
- iv. To guide the instruction and curriculum in each course
- v. To provide student performance data as mandated by local, state, national and IB standards

c. Communication with teachers, students and parents:

- i. At the 5-week mark of each semester parents and students are invited by grade level to meet with teachers regarding initial progress in the semester.
- ii. At the 10-week mark students and parents are informed of concerns of multiple teachers based on results from the Teacher Survey during Report Card Pick Up. In addition to teacher remediation, parents and students are scheduled to meet with IB Coordinators to discuss additional supports needed.
- iii. At the 20-week mark parents and students will be called in for additional meeting to review progress and supports for students moving forward.

d. Formative Assessments (40-50% of overall student grade): Instructors use a broad range of formative assessments to develop the students' skills. These include but are not limited to: group projects, partner work, inquiry-based learning projects, independent writings, quizzes, and performance-based projects. Once graded, these items are used as a basis of review, further study, and continued class discussion. IB Assessment Criteria are communicated to the

students before the assessment. IB assessment scores (by criterion) may be used as internal measures of progress and not necessarily recorded in a student's grade book. Separate records may be kept for the purposes of calculating IB Report Cards.

Students engage in guided reflection as a part of the formative assessment process and are asked to identify strengths and weaknesses and offer their input. Teachers also analyze data by class and student to identify students who are not reaching mastery. These students are then given individual or group remediation plans that offer ways for students to review, and perhaps re-learn skills, and then perform alternate assessments to show newly gained mastery. Parents and administration are involved in this process so that students are being supported from multiple angles.

e. Summative Assessments (50-60% of overall student grade): At minimum, teachers conduct four summative assessments by the end of each semester. These assessments mirror IB Internal and External assessments so that students are fully prepared to master the IB Curriculum. Summative Assessments include, but are not limited to: oral presentations, written essays, research projects, performance, labs, and examinations. Students enrolled in IB DP courses are given mock IB exams at the end of the first semester of their senior year. Performance on these assessments is used in determining the IB Report Card Grade that is issued at the end of each school year.

f. The Use of IB Marks and Assessment Criteria in Determining Course Grades:

Amundsen IB instructors use IB Assessment Criteria and Marks in their courses, but also translate those marks into appropriate course grades. IB teachers are cognizant of the fact that an 11th grade IB student cannot be graded on an IB rubric that is designed to assess their skills at the end of the 12th grade. For this reason, teachers often adapt IB rubrics to the specific demands of their course content and/or skill so that assessment facilitates student development. IB grades are converted to course grades using a conversion table included in the school grading policy below.

g. Exceptional Circumstances: The small nature of our IB program enables us to meet the individual needs of our students. IB teachers are especially aware of exemptions, as outlined in the CPS Assessment Policy. IB teachers pride themselves on differentiated instruction that meets the needs of each student

f. Assessment Committee

The Amundsen IB Assessment Committee was assembled with representatives from different departments and comprised of both MYP and DP teachers as well as the DP and CP Coordinator. These representatives are experienced teachers who expressed interest in assessment policy and are well-versed in best practices for different levels.

g. Review and Revision Process

The Amundsen IB Assessment Committee meets regularly so that teachers can make suggestions and provide feedback for improvements. Staff members independently review current grading policies and structures and the committee reviews current grading structure, assessment rubrics and assessments. Our updated policy was created and distributed to all IB teachers. The revised Assessment Policy will be uploaded along with the other policies under the IB page on our Amundsen website at www.amundsenhs.org for students, parents and other stakeholders to view.

h. IB Report-card

Teacher course teams create rubrics that assess the aims provided in the appropriate course guide and align them to the assessment criteria. The team decides on a number of summative assessments that will be recorded on the team's Excel spreadsheet which is shared with the IB coordinator and the head of school. At the end of the semester, teachers give predicted grades based on the students' current progress. Those grades are sent to parents with the CPS report-card as an "IB report-card."

Amundsen High School Grading Policy

Rationale: Grades should represent what a student knows and is able to do in relationship to the course standards. Students best demonstrate their knowledge and skills through major summative assessment. Because our students come from such diverse backgrounds and are at a wide range of points in their academic development, it is equitable to give them multiple opportunities to demonstrate mastery, and mastery is more important than an average of their performance across the course. Formative tasks are practice, and meant to help students make progress toward mastery of the course goals.

Common language, common structure, and clear expectations are key to a successful assessment policy that communicates to students and families what has been mastered and what still needs to be mastered at any given time. There should be no surprises and little uncertainty about a student's academic progress and how their grade reflects their academic progress.

- Assessment philosophy – value what students know and can do, and give support and feedback in areas where growth is needed.
- The policy outlined below incorporates this rationale, and takes into account practical concerns about deadlines and the importance of meeting them, and provides some flexibility to teams to determine the appropriate balance between summative assessments and formative tasks.

IB Grade Conversion Scale

IB-DP Grade	CPS Report Card Grade	What the grade represents in relationship to IB-DP standards	What the grade represents in relationship to district standards
7	A (96-100%)	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.	Mastery: The student demonstrates an in-depth understanding of complex, targeted knowledge and skills for the course by completing advanced applications of course material.
6	A (90 - 95%)	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence,	Mastery: The student demonstrates an in-depth understanding of complex, targeted knowledge and skills for the course by completing advanced applications of course

		knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.	material.
5	B (80 - 89%)	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.	Proficiency: The student demonstrates understanding of complex, targeted knowledge and skills for the course.
4	C (70 - 79%)	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding	Developing/Progressing: The student demonstrates understanding of foundational knowledge and skills that support course learning, but is still working to demonstrate understanding of complex, targeted knowledge and skills.
3	D (60 - 69%)	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited	Beginning/Emerging: With help from the teacher, the student demonstrates understanding of foundational knowledge and skills that support course learning, but struggles when working independently.

		evidence of intercultural understanding.	
2	F (55-59%)	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.	Insufficient Evidence: Even with assistance from the teacher, the student cannot demonstrate understanding of knowledge and skills that support course learning.
1	F (50 - 55%)	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.	Insufficient Evidence: Even with assistance from the teacher, the student cannot demonstrate understanding of knowledge and skills that support course learning.

Common Gradebook Categories

Formative	Summative	Work Habits
25% - 35% of the overall grade	50% - 60% of the overall grade *No more than 10% for Final Exam	10% - 15% of the overall grade
A minimum of 2 formative tasks will be entered a week for each student.	<p>A minimum of 4 Summative Assessments per Semester (or 2 per quarter)</p> <ul style="list-style-type: none"> ● A common mid-term and final exam developed by course team. ● At least one major performance-based summative assessment. 	A minimum of 1 work habit grade will be entered each week for each student.
<u>Alternate Gradebook Weighting/Category Breakdown:</u>		
In this scenario, teachers have the discretion to penalize points on late or made-up work without a Work Habits category		
FORMATIVE: 40-50%	SUMMATIVE: 50-60%	

Same as above with the addition of components of “work habits” or “participation” being included as long as they are standards based.	Same as above: minimum of 4 per semester, and final exam is a maximum of 10%. EXAMPLE: Summative Exams – 30%, Summative Final – 10%	
Examples of Formative Tasks: <ul style="list-style-type: none"> • Homework, questioning, discussion, entrance/exit tickets, drafts, re-writes, learning/response logs, peer/self-assessments, practice presentations, individual whiteboard, short informal quizzes, class activities, etc. 	Examples Summative Assessments: <p>Standards-based tests and quizzes (common assessments, mid-terms, finals exams), performance-based assessments, final draft essays and on demand writing, lab reports, portfolios, etc.</p>	Examples of Work Habits: <ul style="list-style-type: none"> • Completes homework/class assignments on time • Completes bellringers • Comes prepared to class • Uses class time effectively • Meets deadlines and established criteria • Follows classroom norms/expectations • Accepts various roles and an equitable share of work in a collaborative group • Cooperates and has a respectful attitude toward others

Grading Guidelines

- All teachers will use Total Points Logic
- Course teams will have agreed upon like weighting within the given range for each common category. If a course team decides to have sub-categories within the common categories, they must have agreed upon like weighting that equals the given range and like categories for determining student grades. Example:

Formative – 30%

- Quizzes – 10%
- Homework – 10%
- Classwork - 10%

Additionally, if the course team uses sub-categories, they must record the categories indicating whether it is formative or summative. Example

Formative – Quizzes

Summative – Final Exams

- All grading policies should be documented on your course syllabus.
- “Anticipated zeroes” and “anticipated MSG” are not allowed. Missing grades should not be entered until the assignment is due. It does commute as a ZERO into the grade. Additionally, missing grades should be designated as such in GradeBook and should not be entered as “0.” A student who earns a “0” on an assignment has turned the assignment in (or a portion of it) and has not received any credit for his/her work.
- All modified grading scales listed in IEPs **must be** honored.
- For all summative assessments we **ENCOURAGE** that the standards being tested be clearly visible on the student exam copy along with the rubric for success.
- One copy of every collaboratively prepared midterm and final exam, each, is to be submitted to administration **no less than two weeks prior** to exam’s implementation date.
- Final exams will **ONLY** be given on designated dates provided by the administration. Any deviation from this policy is unacceptable.
- To provide students with optimum opportunities to be successful, students and parents must always have access to **regularly updated information** about assignments and grades. To this end, teachers are expected to update all students’ grades and assignments in GradeBook by 6 a.m. on Monday (or Tuesday after a 3-day weekend) of each week. Data and feedback on GradeBook completion will be shared with staff on a regular basis, and with individual staff members, as needed.

Bell Ringers and Extra Credit

- Graded extra credit and bell ringers should be recorded under the formative category if it is aligned to a skill/standard. If it is being used as a form of participation, it should be part of the student’s work habits grade.

Homework

Homework should be meaningful and have purpose aligned to core curriculum and content standards. Assignments may vary upon subject, but need to be designed so students may independently do one or more of the following:

1. Practice and reinforce fundamental skills to meet course objectives.
2. Aid in processing needed information to demonstrate mastery.
3. Provide an opportunity to increase their learning ability through independent experience with resources outside of a classroom setting.
4. Develop regular study habits, responsibility, and self-discipline, which are needed skills to budget time effectively and work independently.
5. Engage in shared learning experiences with family.
6. Enhance concepts taught in class and may reinforce real world applications.

Grading varies upon specific assignments. For example, some assignments may receive a rubric score; percent score; or points for completion, full credit, partial credit, or no credit dependent upon the completion of work. Dependent upon the assignment, students may receive one or more of the following forms of feedback in a timely manner:

1. Direct instructional feedback when completed work is reviewed in class.
2. Graded work returned with relevant and meaningful written comments
3. Peer evaluations with clearly outlined objectives.

Graded homework should be recorded under the formative category. However, homework completion will be part of the student's work habits grade.

Late/Make-up Policy

Students must be given the opportunity to make-up or turn in late assignments. Students will have a minimum of ***one week from the posted due date*** to turn late or missing assignments. Teacher discretion is reserved for the loss of points/percentages due to lateness of the assignment if not reflected in another category – i.e., Work Habits.

Teachers are ***highly encouraged*** to work with at-risk students and develop remediation plans that may include making up assignments outside of the one-week window or completing re-assessments or alternate assessments to raise grades.

The behavior of a student who continually fails to turn in assignments on time will be addressed with one or more of the following consequences:

- Meeting between student and teacher
- Phone call or e-mail home
- Academic tutoring
- Behavior modification or Attendance plan
- Conference with student, teacher, counselor, parent, and/or administrator

***These policies and procedures were developed by a committee of teachers and reviewed by administration. The policies and procedures are aligned to the best educational practices for evaluating student proficiency. The purpose of the grading policy is to provide a guideline for course teams to develop their own agreed upon like grading policies and procedures. All course teams will develop and submit their grading policies to administration for approval.**