



MYP ASSESSMENT POLICY

Culture 5: The school implements, communicates and regularly reviews assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Introduction

Assessment is primarily a communication tool for teaching and learning, and feedback should be given and received in the spirit of good faith and honest reflection. Teachers, students, and parents can all meaningfully benefit from thoughtful and varied assessment, understanding that all students are different and have unique needs. Ultimately, the goal of assessment is to provide both a way for teachers to understand students' level of understanding and a means for students to improve upon their skills and knowledge.

Philosophy and Aims

St. Frederick High School maintains the following philosophy regarding the use of assessment:

- Assessment includes a range of strategies for meeting course objectives.
- Assessment addresses the needs of students at different levels of development and ability.
- Assessment is most effective when it is clear and consistent.
- Assessment produces meaningful and measurable evidence of student achievement.
- Assessment focuses on the process of learning as well as the final product.
- Assessment is aligned with MYP objectives for each subject.
- Assessment goals and results are clear and available to students, parents, teachers, and staff.

Types of Assessment

Teachers will utilize a variety of formative and summative assessment and feedback, including some or all the following as appropriate for the learning goals:

- Homework, classwork, and class participation
- Quizzes and tests, both objective and subjective
- Portfolios and projects
- Notebooks, journals, or other types of formative tools for student reflection
- Oral and/or multimedia presentations
- Written assignments, including use of primary and secondary sources
- Cumulative Midterm and Final exams required for all academic courses

Assessment Reporting

St. Frederick High School requires all teachers to provide results and feedback in a timely manner, with the understanding that written responses typically take longer than analytic rubrics. SFHS utilizes a range of reporting methods, both in print and electronic forms. Methods include the following:

- Weekly lesson plans reported to IB coordinator and principal
- Weekly grade requirements for all teachers
- PlusPortals, an app and online portal for grades and assignments
- Google Classroom, used for posting assignments and online assessment
- Paper and electronic progress reports and report cards

SFHS and the Louisiana Department of Education (LDOE) require letter grade reporting for transcripts, and grades are broken down into the following percentages (final letter grades are not rounded):

- A 90-100
- B 80-89
- C 70-79
- D 65-69
- F 64 and below

The addition of assessments using the IB's MYP criteria are converted using the following chart:

MYP Score Earned	Letter Equivalent	SHFS Percentage
8	A	100
7	A	94
6	B	89
5	B	84
4	C	79
3	C	74
2	D	69
1	D	65
0	F	50
Missing	F	0

Make-Up Policy

When a student misses a test, upon returning to school, the test must be made up at 7:00 am with the make-up test teacher. This prevents the student from missing more class time after an absence. The student has the number of days missed to make up the test unless other arrangements are made with the teacher.