

Journeys School
Middle and High School Assessment Policies
Revised: October 2010

Assessment categories: Assessment categories are weighted differently in each academic discipline based on the skills and knowledge taught.

- **Content:** What knowledge or skill is being assessed? (information, facts, ideas)
- **Process:** In what manner was the knowledge or skill acquired? (effort, process of learning, following directions, adherence to timelines, leadership, collaboration, participation, engagement)
- **Product:** How was the knowledge or skill presented? (format, grammar, spelling, clarity, organization, presentation, speaking skills)

Scoring on assignments: Each question on an assignment (or entire assignment) is scored from 0.0 to 4.0 in one or more of the assessment categories. Scores are based on clear rubrics that are assigned to the class. At the end of the quarter or semester, the three category averages are combined together to create one score. The semester score, along with a translated letter grade, will appear on the transcript. Report cards show all three category averages plus the overall average.

Score Definitions: Higher scores are based on higher levels of understanding.

- **<2.0** Student does not demonstrate an understanding of basic benchmarks and standards for unit of study.
- **2.0 Basic:** Student demonstrates understanding of benchmarks and standards for unit of study
- **3.0 Applied:** Student can use the basic content in an applied setting
- **4.0 Extended:** Student can use the basic content in a novel or extended setting

Report Cards: Semester reports are available electronically 1-2 weeks after the end of the semester. Reports include comments for every class and assessment scores in the three categories (content, process, product) as well as an average of the three assessment scores. Quarter reports are given at the end of the first and third quarter and contain an advisor comment and current grades.

Credit: High school credit is received in a class when the average score is 2.0 or above for any given semester. This translates into a C- or higher. When a student does not earn credit, they may need to make up the credit with additional courses during the summer or academic year (based on the graduation requirements).

Late Assignments: It is the **responsibility of the student** to turn in assignments. Students can, of course, turn in assignments due during an absence when they return to school following the absence. Assignments should be turned in at the beginning of class or when requested by the teacher. Grades 6 – 8 will receive a one as a consequence (after one reminder), while students in grades 9-12 will receive a zero. If the work is not turned in during the next academic class, a zero or one (depending on grade level), will be recorded for all three assessment categories (content, process, product). It is the responsibility of the student to turn in the late assignment without being asked by the faculty. If a legitimate reason such as an accident, illness or family emergency occurs the night before an assignment is due, students need to bring in a note from a parent/guardian or have them contact the school to exempt the student from the above guidelines. If a student has an excused absence, he/she should fill out an “excused absence assignment sheet” to gather missing assignments. If a student is absent due to accident, illness or family emergency, or competition in a sanctioned and coached co-curricular activity, the student will have two days to make up the work for every one day of absence. All assignments will be returned directly to students OR to their mailbox.

Academic expectations: If a student receives a score lower than a 2.0 on any assessment, the following process will be followed during the week subsequent to when the score was received:

- The student, parent, and advisee are notified via email or phone by the teacher.
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- The student and teacher work together to help the student demonstrate competency on the learning goal(s) being assessed.
- The teacher notifies the student, parent and advisee when competency is demonstrated.

Revising work: A student who receives below a 2 in the assessment categories of content and product on any assignment or major assessment must revise her/his work to improve the grade and demonstrate understanding. A student who revises her/his work may improve content and product marks only. The marks on revised work will be weighted differently and averaged with the original insufficient marks. When a teacher returns student work the teacher will announce that revisions will be collected one week from the date of return. It is the student's responsibility to then complete the revision on time. If the work is not submitted on time the student must accept the original marks. The student's advisor will indicate on semester reports any insufficient work that is not revised. Students are encouraged to contact teachers before beginning revisions, and students must complete revisions on their own time.

Academic Support: A student who receives below a 2.0 average of the three assessment categories on a semester report will not receive credit for the course and will be placed on academic support. Additionally, a student who receives below a 2 in any of the three assessment categories but maintains an average above 2 for the course will receive credit but will be placed on academic support. A student placed on academic support must work with her/his advisor to establish an Individual Learning Plan. While on academic probation the student's privileges will be revoked until the student is again in good academic standing (above a score of 2.0 in all assessment categories). Examples of privileges that may be revoked are: off campus lunch option for second semester juniors and seniors; participation in extra-curricular activities sponsored by the Journeys School and Teton County School District, etc. Revocation of privileges will be determined on an individual basis and will be discussed with students' parents. After six weeks of academic support the student's academic standing will be reviewed. If the student is in good academic standing then privileges will be reinstated. Families may petition for an alternative to privilege revocation if presented within two weeks from when the score is received

Academic Support and Individual Learning Plans (ILP): A student who receives below a 2.0 score on any of the three assessment categories at the end of a quarter or semester is placed on Academic Support and may be required to develop, with the guidance of the student's advisor and agreement from the student's parents, an Individual Learning Plan (ILP). The ILP will articulate specific academic goals that the student must achieve in a given period of time and methods that the student and teachers will apply so that the student can adequately achieve the goals. Student progress will be regularly reviewed so that the ILP can be modified or discontinued when necessary.

Make up credit: A student who receives below a 2.0 average of the three assessment categories in any course on a semester report must compensate for the insufficient grade in order to receive credit for the course. The student will have to compensate for the credit by: a) fulfilling requirements established by the instructor in whose course the student performed insufficiently; or b) enrolling in a summer school course offered by the local school district or a correspondence program course that Journeys would **approve** as valid compensation for an insufficient content score. If a student does not make up credit for insufficient work then her/his status at the Journeys School will be reviewed by the faculty and Head of School.

Online access to scores: All parents and students can access up-to-date information on scores, recent trimester reports, and attendance by logging in to info.tetonscience.org/nc.

Transcripts: Transcripts are available to high school students upon request. Transcripts show the average score and the translated letter grade for each class.

GPA: GPA is not routinely calculated. If it appears on the transcript, it has been calculated using A=4.0, B=3.2, C=2.5, D/F=1.0 plus a weight of 0.25 to account for the fact that all high school courses are honors level at Journeys School. Journeys School does not rank students based on GPA.

Score translation scale for transcripts: Letter grades are shown only on transcripts. The translation scale is provided for the purpose of a “common” language for students transferring to other schools and applying to colleges/universities.

Assessment Scores

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| 3.7 — 4.0 | A+ |
| 3.4 — 3.6 | A |
| 3.2 — 3.3 | A- |
| 3.0 — 3.1 | B+ |
| 2.8 — 2.9 | B |
| 2.6 — 2.7 | B- |
| 2.4 — 2.5 | C+ |
| 2.2 — 2.3 | C |
| 2.0 — 2.1 | C- |
| 1.8 — 1.9 | D |
| 0.0 — 1.7 | F |

- W Student has withdrawn from the course. No credit received.
 - S Student has completed all course requirements for a non-scored class. Credit earned for the class.
 - U Student has not completed all course requirements for a non-scored class. No credit earned for the class.
 - IP Student is satisfactorily working towards the expected outcome.
 - INC Student has not completed coursework due to medical or family emergencies. Credit received on course completion
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