



**The Anglo American School of
St. Petersburg**

**Secondary School Assessment
and Grading Practices
2015-2016**

AAS Mission and Vision

AAS School Mission

AAS empowers each student to

- Respect self and others
- Love learning, and
- Contribute as a globally aware citizen In order to achieve individual and holistic excellence.

Core Values

Core values are the essential and enduring tenets of AAS – the small set of guiding principles that have a profound impact on how everyone at AAS thinks and acts. They are the soul of AAS – the values that guide all actions.

AAS believes equally in the value of...

- Making decisions based on the students' best interests
- Developing the whole child
- Supporting student success through community partnerships
- Delivering a challenging and inquiry-based curriculum in an engaging manner
- Reviewing curriculum via a reflective and dynamic process
- Respecting self and others
- Providing an emotionally and physically safe environment where people want to come each day, and
- Providing students with an international perspective in order to prepare them for future challenges and contributions.

AAS School Vision

AAS educates students to become...

Learners who . . .

- Possess a strong knowledge base in core academic areas;
- Make connections between disciplines;
- Read and write well for a variety of purposes;
- Speak with confidence in a variety of situations;
- Listen actively;
- Explore and develop their potential in the Arts;
- Use technology to assist communication and to enhance learning.

Self-directed, successful students who . . .

- Inquire and research;
- Achieve their goals and reflect upon their performances;
- Demonstrate commitment and perseverance in learning;

- Work independently and cooperatively;
- Think critically and flexibly;
- Model academic integrity and honesty;
- Maximize their opportunities for learning within and beyond the classroom;
- Value and engage in healthy lifestyle practices;
- Possess the skills and enthusiasm for lifelong learning.

Responsible and positive members of the community who . . .

- Develop principles and self-management that will guide their decisions;
- Show respect and open-mindedness towards other people and cultures;
- Exhibit curiosity about the world in which they live;
- Express confidence and act upon their thoughts and beliefs;
- Reflect upon issues facing society and respond through positive action.

Assessment Policy

Assessment is...

the systematic collection, review, and use of information about student achievement undertaken for the purpose of improving learning and development. In simple terms, assessment is the measurement of progress towards learning goals.

The purposes of assessment are...

to provide information about student achievement to students, teachers, administrators, and parents. Specifically assessments provide feedback to:

- **students** about their achievement of learning objectives so they know how to improve.
- **teachers** about student progress so they can identify strengths and needs and modify teaching activities to help students achieve learning objectives.
- **school administrators** about student achievement so they can make administrative or curricular decisions that will help students better achieve long-term learning goals; and so they can provide staff with suitable professional development.
- **parents** about their child's achievement of learning objectives and identify areas in which their children needs support, encouragement, and positive reinforcement.

The two types of assessment are...

1) Summative also called Assessment of Learning (AoL)

Summative assessment is provided to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period.¹

2) Formative also called assessment for learning (AfL)

Formative assessment refers to all those activities undertaken by teachers and/or by students which provide information to be used as feedback to modify the teaching and learning activities in which they engage.

Grading Policy

At AASSP grades are calculated based primarily on summative assessments. Information from formative assessments may also be used to calculate final course grades.

Students who consistently fail to complete formative assessments will be required to spend supervised time outside of the school day making up the work.

Work that is not submitted will be marked incomplete. If work is incomplete at the time of a summative assessment, the teacher may require that the work is completed before taking the summative assessment.

¹The Glossary of Education Reform. <http://edglossary.org/summative-assessment/>

Reporting Policy

The learning objectives for each course are expressed as a list of standards. For each standard the student may receive a mark of Beginning, Developing, Meeting, Exceeding. Below are the criteria for each mark.

Exceeding	Learner demonstrates and communicates a high-level understanding of learning outcomes, which may include an application of significant concepts, knowledge and skills in real world contexts, across trans disciplinary opportunities and/or within a set of curricular standards beyond those targeted.
Meeting Standard	Learner independently demonstrates and communicates a clear understanding of targeted learning outcomes, including proficient application of significant concepts, knowledge and skills.
Developing	Learner demonstrates progress towards meeting targeted learning outcomes but may require various degrees of additional instruction, teacher support and time in order to show understanding and application of significant concepts, knowledge and skills.
Beginning	Learner was not able to adequately demonstrate and communicate a sufficient understanding or application of the learning goals, requiring immediate intervention.

High School

At the end of each quarter, high school students will receive:

- 1) a report card with letter grades of A, B, C, D, or F
- 2) a summary of their achievement on standards
- 3) an evaluation of academic behavior (participation, effort, organization, etc.)

A	B	C	D	F
Meets all standards and exceeds 20% of standards	Meets standards	Meets 70% of standards	Meets 60% of standards	Meets fewer than 60% of standards

Middle School

As in the high school, learning objectives for each course are expressed as a list of standards. For each standard the student may receive a mark of 1-Beginning, 2-Developing, 3-Meeting, 4-Exceeding.

At the end of each quarter, middle school students will receive:

- 1) a summary of their achievement on standards
- 2) an evaluation of academic behavior (participation, effort, organization, etc.)

Homework

Homework is to be used only to enhance students' learning. In an effort to support a well-balanced lifestyle and encourage students' non-academic and extracurricular interests, we believe in focused and meaningful homework that directly relates to course objectives. Therefore, all homework should be classified in one of these categories:

- **Completion** (Work not finished during provided class time. For example: essay revisions, lab reports, etc.)
- **Practice** (For example: vocabulary from World Languages, practice problems for math, practicing a musical instrument, etc.)
- **Preparation work** (For example: pre-reading, research, studying for an assessment, etc.)

Teachers will coordinate major assessments with other teachers to assist students in managing their schedules appropriately and assign a reasonable amount of homework, when necessary, with adequate time for completion.

Academic Dispositions

As aforementioned, a student's disposition is not to be reported on the report card. The report card grades are a reflection of the student's academic progress towards the standards/benchmarks for courses. Work habits, work completion and other behaviors shall **not** be included in the achievement grade. These "Academic Dispositions" will be reported separately using the AASSP Academic Dispositions rubric (see below for the rubric). Please reinforce these work habits and the rubric with your students early in the year.

High School Academic Dispositions	Key: 4:Consistently, 3: Usually, 2:Sometimes , 1: Seldom
Works independently	
Works well in groups	
Shows Intellectual curiosity	
Effort/persistence	
Hands in work on time	

Middle School Academic Dispositions	Key: 4:Consistently, 3: Usually, 2:Sometimes , 1: Seldom
Preparation for Class <i>Brings necessary materials to class</i>	
Stays on Task <i>Follows class instruction</i> <i>Uses class effectively to complete work</i>	
Homework Completion <i>Hands on time</i> <i>Completes homework on time</i>	