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### High School Transition Policy

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#### **The Background:**

Tennessee students are asked to take many exams during their time in high school. In addition to teacher-prepared examinations, students also participate in the ACT or College Board suite of assessments, and in state administered end-of-course examinations in several courses. Many of these same students take it upon themselves to enroll in additional course offerings that can lead to college credit. The Board has been supportive of these efforts in the past and this support has helped add significantly to the number of students leaving high school with college transcripts in hand.

Some high school courses that have end-of-course assessments are also offered as advanced high school or college courses. The curricula of the different courses are not designed to be the same; an emphasis in one of the courses may receive less consideration in the substituting course. The Board has recognized this and has a long history of supporting multiple curricular options for students. Likewise, the Board has recognized that students who can be challenged at higher levels should not be penalized by being asked to take an end-of-course assessment for a course they have not taken.

Section 8 of the Board's High School Policy addresses Assessment of Learning, including end-of-course examinations. In the past, the policy was been silent on how the exams will be treated for those substituting advanced high school courses for other courses that have associated state examinations. This was true for dual enrollment, dual credit, Advanced Placement, International Baccalaureate and other programs that are designed to challenge students to reach beyond the basic required curriculum. In the recent past the Board acted upon the issues of college level courses (dual credit and dual enrollment) and advanced high school courses (AP and IB) in separate actions and amended the High School Policy to exempt these students from the state end-of-course examinations. The exemption language has created some confusion and disparity among schools districts. The revisions to the policy at the end of "section e" seek to bring clarity to this issue. The two paragraphs approved by prior Board action to address these issues have been combined into a single paragraph that makes explicit that students in these types of courses shall not be administered the state's end-of-course examination.

#### **The Master Plan Connection:**

This item supports the SBE's *Master Plan* by providing recommendations for a quality curriculum for all students.

**First to the Top Connection:**

This item supports the FttT assurances by helping increase the number of students participating in rigorous and relevant curriculum experiences.

**The Recommendation:**

The State Department of Education recommends the proposed amendments be adopted on final reading. The SBE staff concurs with this recommendation.

## 8. ASSESSMENT OF LEARNING

Assessment will reflect the concept of teaching and learning as collaboration between teachers and students. Assessment will be an integral part of instruction. In addition to paper and pencil examination, assessment may include portfolios of student's work, performances, and demonstrations, as well as online assessments. Schools are encouraged to develop graduation requirements that include demonstrations of competency.

### Policy Implications:

- a. State and local assessments will measure higher order learning and accumulated complex accomplishments rather than testing samples of discrete skills.
- b. ACT's Education Planning Assessment System (EPAS) (or equivalent College Board assessments) will be administered annually.
  - The EXPLORE test will be given to all eighth grade students in the fall. Schools will develop interventions for students who are not performing to the level needed to be on track to reach the ACT Readiness Benchmark.
  - The PLAN test will be given to all tenth grade students in the fall as a mid-point assessment of progress toward meeting the ACT Readiness Benchmark scores. The intervention plans for students who have not progressed sufficiently will be adjusted to better assist students to reach the ACT Readiness Benchmark scores.
  - The ACT test will be provided to all eleventh grade students. Schools should use the % of students meeting or exceeding each ACT Readiness Benchmark score as a measure of progress in their academic program.
- c. Schools will develop and use multiple means of student assessment. Schools are encouraged to use portfolios of student work, interdisciplinary projects and other demonstrations to document student progress throughout the four-year high school program. Multiple assessments could be embedded in regular courses.
- d. Writing will be a part of local school assessment in all subject areas; teachers will be trained in holistic scoring. All eleventh grade students will participate in the state writing assessment.
- e. End-of-course examinations will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, U.S. History, Biology I, Chemistry and Physics. Further, the results of these examinations will be factored into the student's grade at a percentage determined by the State Board of Education in accordance with T.C.A. §49-1-302 (2).

- The yearly grade will be calculated by counting the teacher assigned grades for the course 75% and counting the end-of-course test grade 25%. Before the first administration of the end of course tests the State Board of Education will develop and approve a schedule to allow for phasing up to the 25% weight for the test grade.
- Students will not be required to pass any one examination, but instead students must achieve a passing score for the yearly grade in accordance with the State Board of Education's uniform grading policy.
- Students successfully completing college courses may, by RULE 0520-01-03-.06(b), substitute earned college credits for high school credits.
- Only students who are enrolled in a course with an associated end-of-course examination shall take the end-of-course examination. Students enrolled in a substituting course without an end-of-course examination explicitly tied to the state board of education approved curriculum content standards of that course shall not take an end-of-course examination. This exemption applies to all substituting courses, including, but not limited to, Advanced Placement, International Baccalaureate, dual enrollment and dual credit courses.