

PURPOSE: To ease the weight of taking classes by allowing students to move the dates of their tests and quizzes by the discretion of their teachers.

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BE IT RESOLVED BY THE MISSISSIPPI SCHOOL FOR MATHEMATICS AND SCIENCE

SECTION ONE (DEFINITIONS):

Assessment: An evaluation of how well a student understands the material of a class, typically in the form of written or computerized questions; a quiz or test excluding exams.

SECTION TWO (REASONING):

Students at MSMS are required and allowed to take a variety of classes. Within these classes, students are required to take certain assessments. Though, due to a variety of reasons, a student may not be at their fullest capability to take an exam. This is especially true whenever a student is taking multiple tests at the same time. This, of course, is why the “Multiple Test Form” exists.

However, a student may conclude that a certain test or quiz requires a significant amount of studying, something that cannot be quantified into just a single test or a quiz. As many teachers are lenient, they may allow for the student to take the assessment at a later date, but students, especially those inexperienced to MSMS life, such as future juniors or today’s sophomores, will not know of this leniency. Instead, they may end up having to slog through studying for what may be just at the cusp of what is required to move an assessment (2 tests and 1 quiz) or they may be having two particularly difficult (to the student) assessments on the same day (like a chemistry test and a calculus test).

This is why the multiple test form should be reformed so that if a student has two tests or so, they can approach the teacher, and if they accept, they can change the date. This change is necessary because of the statement “The teacher will keep the form for his/her records.” Clearly, adjustments in the dates of when assessments are due affect when the teacher is able to grade them. Therefore, documentation must be made on these occasions instead of individually between a teacher and a student. This not only will give students a clarifier that teachers can provide leniency on specific occasions but will improve documentation of these events.

Moreover, students are already engaging in this system. Having conversing with some, I have discovered that some students are already talking to teachers and asking for their assessments to be moved. If this is something that is already happening, future students deserve to know that this is an option, and implementing this into the handbook would be particularly beneficial.

Finally, there are several minor mistakes in spelling that have been fixed for the sake of professionalism, specifically in the “specific change” section.

For clarity, proper recordkeeping, and the easing of strain, why shouldn't we have the aforementioned measures be put in place?

SECTION THREE (SPECIFIC CHANGE):

MULTIPLE TEST FORM

Any student having a.) three or more tests scheduled OR b.) 2 tests and two scheduled quizzes (pop quizzes do not apply) on the same day may request that one test be rescheduled. The rescheduled date and time shall be at the discretion of the teacher.

Any student wishing to move a test or quiz for any other reason may make a request with FINAL permission determined by the teacher. The rescheduled date and time shall be at the discretion of the teacher.

The procedure is as follows:

1. Approach the teacher whose assessment the student wishes to reschedule.
2. Complete the form by obtaining appropriate signatures for verification of the number of ~~assessmentst~~ assessments scheduled on the same day.
3. Submit the completed form to the teacher who has agreed to reschedule ~~theassessment~~ the assessment.
4. The teacher will keep the form for his/her records.
5. If no teacher is willing to reschedule an assessment, the student should seek assistance from the Director for Academic Affairs.
6. Requests to reschedule assessments must be accomplished at least 48 hours in advance.

Requests to reschedule tests must be accomplished at least 48 hours in advance

SECTION FOUR (APPENDIX):

Response 1 (Anonymous):

"This bill is a good idea because it can help with the mental health of all the students."

Response 2 (Anonymous):

"I support this bill because it explicitly states a system already in use but not in the handbook."

Response 3 (Anonymous):

"I agree with the ideas in the bill because it addresses a common issue students face at an academically rigorous school like MSMS, and the bill would be very helpful in reducing stress that comes with that."

Response 4 (Anonymous):

“I agree with this bill because it has happened to me where I had to stay up all night where I had to study for a physics and chemistry test at the same time. This bill would alleviate a lot of stress from my life.”