

PURPOSE: To ease the weight of taking hard classes by allowing students to move the dates of their tests and quizzes with an amended point system as well as to fix minor spelling mistakes in the student handbook.

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BE IT RESOLVED BY THE MISSISSIPPI SCHOOL FOR MATHEMATICS AND SCIENCE

SECTION ONE (DEFINITIONS):

Hard classes: Subjects implied to be difficult by the student handbook; the three sciences: biology, chemistry, and physics.

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.

SECTION TWO (REASONING):

Students of MSMS are required to take a variety of subjects, of which, three stand out: biology, chemistry, and physics. It is widely known that taking all three of these classes together is prohibited with exceptions determined by administrators. By this notion, the sciences are implied to be “hard” as they are determined to be overwhelming while taken all together, and they will thereafter be referred to as hard classes for the sake of simplicity and brevity.

Additionally, it is known whenever taking multiple assessments, i.e., 3 tests or 2 tests and 2 quizzes in a single day, a student may choose to reschedule one of the tests. Though, it is arguably unfair that tests from hard classes are treated equally as tests from classes implied to be less difficult.

In the instance of taking, for example, 2 of these tests from hard classes, a student may become overwhelmed by the quantity of material that they may have to study for and remember all together, and would benefit from being able to take these tests separately, allocating one section of the week to study for one test, and after that test, allocating that time to study for the upcoming test.

As it may be difficult to discern the instances in which a test from a hard class may be moved, a point system has been devised, with students being able to move one of their assessments in the case that their points have exceeded 6 points.

Keeping with the original intention of the student handbook, tests are worth 2 points, in that if 3 tests (6 points in total) are scheduled on the same day, a student may have the option to move one of them, and quizzes are worth 1 point, in that of 2 tests (4 points) and 2 quizzes (2 points) are scheduled on the same day, a student may have the option to move a test. This point system is essential for providing clarity for the following change. Tests from hard classes are worth 3 points, and keeping with the intent of this bill, if 2 tests from hard classes are scheduled on the same day, a student may have the option to move a test.

Moreover, this point system doesn't only provide clarity, as it provides variability of choice as well. For example, if a hard class's test (3 points) was taken with a test (2 points) and quiz (1 point), a student may have the choice to move any one of these as long as the teachers providing the assessments consent.

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

For clarity, variability, to ease the strain on students of MSMS, and through this logic, 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. Any students having 6 points or more of scheduled assessments, tests being worth 2 points, tests from science courses being worth 3 points, and quizzes being worth 1 point on the same day may request that a.) one test may be rescheduled b.) one quiz may be rescheduled OR c.) one test from a science course may be rescheduled.~~ 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 24 hours in advance.

Requests to reschedule tests must be accomplished at least 24 hours in advance

SECTION FOUR (APPENDIX):

Response 1 (Anonymous):

"As someone who has seen so many of you cry in my office, I definitely think a system to prioritize assessments based on class difficulty would help mitigate the tears."

Response 2 (Anonymous):

“I believe that this bill should be passed because it would drastically improve the mental health and stress levels of students taking these classes.”

Response 3 (Anonymous):

“I can attest because I have taken an AP chemistry test and a mechanics test back-to-back on the same day, and the night before was absolutely terrible to study for. It was so much material to cover even though I had been studying for them all week.”

Response 4 (Anonymous):

“I think that this is a good idea, and it made sense the moment I saw it.”

Response 5 (Anonymous):

“I feel like this bill will be a very beneficial bill as there are days in which I have had a physics and chemistry test on the same day, and I felt that I had an overwhelming amount of material to review, and it caused me a lot of stress.”

Response 6 (Anonymous):

“I am taking physics and chemistry and when both tests coincide it creates a huge amount of stress the day before and the day of, because the amount of studying that is necessary is stacked over any other work that must be turned in, like an English essay, or a manuscript or laboratory assignment. When this happens, study hours are not enough to accommodate all this work, causing sleepless nights, which I have witnessed, along with many others causing lower academic performance. Therefore, I completely agree with and support this bill.”