Earl Wooster High School & Vaughn Middle School

Assessment Policy

Purpose

The purpose of this policy is
- To provide clear expectations for teachers, parents and students regarding assessment practices at Vaughn Middle School and Wooster High School

Definitions

- **Formative Assessment:** Evaluation aimed at identifying the learning needs of students and helping to form the instruction itself. Formative assessments take place throughout a unit of study
- **Summative Assessment:** Evaluation of student achievement though a culminating activity generally at the end of a unit or course of study.
- **Internal Assessment:** Evaluation of student achievement using IB rubrics and assessed by the teacher.
- **External Assessment:** Evaluation of student using IB exams (only in IBCC and IBDP, not a required component of IB MYP)
- **Monitoring and Moderation:** Samples of student assessments are sent to IB for feedback to ensure the rubrics are being properly applied to student work and that MYP unit plans reflect the IB philosophy.

Philosophy

- We believe that assessment should inform instruction by including the gathering and analysis of data regarding student performance
- Everyone involved with assessment from teachers, students, and parents should have a clear understanding of the reasons for assessments, what is being assessed, the criteria for success, and the method by with the assessment is being made
- Ongoing assessment is integral to guiding students through the learning process

Assessment Purposes

- To provide feedback for students and teachers for continued learning
- To inform parents of student progress against a set of standards or criteria
- To use data to inform, enhance, and improve instruction
- To develop global thinkers by creating assessments set in a variety of cultural and linguistic contexts
- To encourage students to reflect on their own learning
- To monitor progress and determine the level of understanding using both summative and formative assessment

- To identify areas for growth
- To determine needs for differentiation of instruction

Principles of Assessment
- Assessments are varied in type and purpose
- Students should be allowed multiple opportunities to demonstrate understanding
- Assessment is a continuous part of the learning process
- Assessments should align with course learning outcomes, state standards and MYP objectives
- Clear criteria should be given to students prior to an assessment
- Assessment feedback should be timely
- Opportunities for reflection should be provided
- Assessments are differentiated and modifications are made when necessary to meet the needs of all students
- Curriculum and assessment should reflect the intercultural aspects of MYP
- Teachers of the same course should use common assessments

Assessment Measures
- The measure of the assessment should be clear to students and parents before the assessment is given. Depending on the type of assessment, teachers may use a variety of measures to evaluate student success, including:
  - Percent correct
  - Other numerical value such as point allocation
  - Checklist
  - Rubric (both teacher created and DP/MYP assessment criterion)

Assessment Practices and Methods
- Assessment and evaluation methods and expectations are discussed with students, including the distribution of rubrics-which are clarified in student-friendly language
- Teachers participate collaboratively in the planning, development and standardization of assessments
- Teachers design authentic assessments that allow students to apply knowledge and skills to real-life situations
- Whenever possible, assessments should allow for choice and differentiation

MYP Assessment
  - MYP objectives and criteria will be used during the final year of the program (10th grade year). Years' 1-4 may use modified criteria rubrics.
  - MYP assessment will be continuous with each criterion being assessed at least twice per year per subject area
  - The Personal Project will be assessed using MYP Personal Project criteria during the 10th grade year.
  - Assessments should allow students to achieve the highest levels of the MYP criterion rubric being used.

- Teachers will determine the final level of MYP achievement for each criterion in their subject area
- The final MYP grade for each subject area, the Personal Project assessment score, and completion of community service hours with reflection will determine a student's ability to earn an MYP Certificate at the end of 10th grade.

Subject Area	Assessment Criteria	Possible examples of assessments meeting criteria
Arts	A. Knowing and Understanding B. Developing Skills C. Thinking Creatively D. Responding	• Selection from developmental workbook • Representation of finished artwork/performance (including evidence of preparation of underlying theory)
Language and Literature	A. Analyzing B. Organizing C. Producing Text D. Using Language	• Essay (literary, argumentative, persuasive, or analytical) • Oral presentation response to literature • Creative writing piece (dramatic scene, poetry, story)
Language Acquisition	A. Comprehending spoken and visual text B. Comprehending written and visual text C. Communicating in response to spoken, written and visual text D. Using language in spoken and written form	• Interactive oral tasks • Reading comprehension task • Writing tasks
Individuals and Societies	A. Knowing and Understanding B. Investigating C. Communicating D. Thinking Critically	• Oral presentation on an investigation • Document analysis/Source Evaluation
Mathematics	A. Knowing and Understanding B. Investigating patterns C. Communicating D. Applying mathematics in real-life contexts	• Classroom test • Mathematics investigation • Real life-problem application with reflection
Physical Education	A. Knowing and Understanding B. Planning for performance C. Applying and performing	• Evidence of student's composition and performance

	D. Reflecting and improving performance	• Written work illustrating use of PE terminology • Reflection of group performance
Science	A. Knowing and Understanding B. Inquiring and designing C. Processing and evaluating D. Reflecting on the impacts of science	• An experimental investigation • Unit test • Written essay applying science in society with documented sources
Design (Technology)	A. Inquiring and analyzing B. Developing ideas C. Creating the solution D. Evaluating	• Application of the design cycle to create a final product such as a webpage • Reflection on the design cycle process

Assessment in the DP

Evidence of knowledge/skill attainment comes from answering questions, performing tasks, and generating products that elicit an equal cognitive demand. At the heart of the formative assessment process is the fostering of student engagement and independence. By deconstructing the standards using Depth of Knowledge, we can identify 'moments of contingency' along a learning progression. Moments of contingency are forks along the learning path begging for instructionally embedded assessment. Descriptive feedback yielded from classroom assessment tightly aligned to the learning objective will help teacher and child identify the next steps to be taken in the learning progression.

Wooster High School Diploma Program Assessment Policy:

The Diploma Program prepares students with time management, writing, and critical thinking skills while seeking to instill in its students an understanding of the global context of learning. To this end teachers are expected to follow accepted practices for assessment, as prescribed by the District and suggested in Diploma Program Assessment: principles and practices. These practices include: regular communication with both students and parents on all classroom and program expectations; integration of the IB Learner Profile into daily instruction; assigning on average one half hour of homework per night per class with timely feedback to the student; periodic criterion referenced formative assessments such as quizzes, presentations, portfolio work, and midterms to help students improve their understanding of what constitutes excellence and where their own work stands in relation to this; and examining student understanding through student self-reflection at the end of the course on the whole course and not just aspects of it. Students have to be able to recall, adapt and apply knowledge and skills to novel questions and contexts. The school will provide an electronic reporting protocol (Infinite Campus for grades and Edmodo for class materials) to parents and students for timely reporting and feedback of student progress. Where appropriate, teacher collaboration is essential where more than one teacher is involved in teaching the course as schemes of work must be developed collaboratively.

Appropriate internal assessment timelines shall be established for all components of the Diploma Program to help students and teachers realistically plan their work in manageable loads as final (summative) assessment requirements cannot all be completed at the same time. These timelines allow time for teachers to provide feedback on drafts, check for authenticity, mark final pieces of work, and prepare moderation samples in good order before any due dates. The emphasis here, a key component of learning how to learn, is on making the student a better judge of their own performance and then helping them develop strategies to improve.

To be an IB diploma candidate the IB student must fulfill the following: Participate in six IB subjects. Three must be at higher level (HL) (240 hours) and three at the standard level (SL) (150 hours); Take IB examinations in each of the six subject areas (each student is responsible for paying an entry fee and the cost* of all six exams). Students must also complete the core IB requirements by writing an original essay (called the Extended Essay) of approximately 4000 words; taking the Theory of Knowledge (TOK) class; participating in 150 hours of C.A.S. (Creativity, Action, Service).

IB Courses students are not required to complete the core IB requirements, but must complete all individual IB subject course requirements including Internal Assessments and the end of the year IB exam.

IB/AP EXAMS
- Students must fulfill individual IBDP course requirements for submittal to IB, and include Internal Assessments, and end of the year IB exams.
- WCSD course titles which include the notation "IB" for International Baccalaureate, or "AP" for "Advanced Placement" are year-long courses and ALL requirements must be met before the "IB" or "AP" designation is awarded. Students register for IB and AP courses during regular high school pre-registration each spring. Exams are given on a predetermined schedule in May of each year at an approximate cost of $108 per IB exam and $89 per AP exam (fee amounts change from year to year). Students must be enrolled in an IB course in order to take an IB exam. Students do not have to be enrolled in an AP course in order to take an AP Exam. For both IB and AP, students in WCSD who are enrolled in a course with "IB" or "AP" in the title are required to take the exam in that course (per WCSD Board Policy 6501 / BOT-P6501). Exam results are available to students and colleges in July following the exam. FOR MORE INFORMATION: Contact your IB and AP Coordinator Mrs. Fine or your high school counselor.

Assessment in the IBCC
Assessment is an integral part of the teaching and learning process. In IBCC, there are two forms of assessment used in the core: formative assessment and summative assessment.

Appropriate external feedback

• Teacher feedback is essential given the perceived role and position of the teacher in the educational experience.
• Peer feedback could also be part of the experience.
• Feedback should be related to the learning goals.
• Feedback should be timely (not delayed).
• Feedback should focus on strengths but should also acknowledge areas in need of improvement (do not be too critical) and should offer corrective advice.
• Limit the amount of feedback so that it is "taken on board"—too much feedback overwhelms and is ignored.
• Feedback should be provided prior to final submissions and presentations (depending on the task/ activity)—this gives students the opportunity to learn and apply.

Approaches to learning (ATL) Course
• The nature of the assessment in the approaches to learning strand of the IBCC core is to be determined by the school ATL teacher based on a grade of A (maximum) to F (failing).
• The assessment in this strand of the core, however, should be an aid to teaching and learning and, therefore, should be for formative purposes.
• Schools must report to the IB whether each student has satisfactorily completed approaches to learning or not.

Language Development (LD)
• All IBCC students, regardless of their choice of DP courses, are required to improve their language proficiency in a target language other than their best/mother tongue language. Student must complete a minimum of 50 hours to be devoted to LD (built into the ATL class). If student is enrolled in an IB Language B course, he/she will be required to do two extra lessons during the ATL, and graded by language B teacher (A-F grade).
• Language teacher or LD teacher will used varied types of assessment to ensure students are explicitly aware of what is expected to ensure measurement of student achievement is varied, reliable, consistent, authentic and fair.
• For each assessment, teachers (Language B or ATL teacher) are required to differentiate the descriptors according to what the students are expected to be able to demonstrate at the end of the course.
• The IBCC uses the MYP language B phases and MYP language B global proficiency table to provide guidance to teachers and supervisors of language development in the IBCC core. Language development encourages students to improve or develop their language proficiency in a target language other than their best language or mother tongue language. To align with the *MYP Language B guide* (March 2012), in the context of this document, in IBCC language development the target language is referred to as language B.
• The minimum requirement for satisfactory completion of IBCC language development is achievement of phase 1. However, it is the school which will determine the requirements for achievement of phase 1 based on the following information.
• Students must document their learning activities and provide evidence of language engagement and development in a language portfolio.

Language Portfolio (LP)
• Not a formally assessed document, but IBCC may request a copy for moderation

• Completion of LP will be part of the ATL final grade (A-F grade)

Community and Service (CS)
   • The nature of the assessment in the community and service strand of the IBCC core has been determined by the following student responsibilities:
   • Through a minimum of 50 hours, student must plan, implement and reflect upon his/her community and Service experience, supported by a CS mentor as by business partner.
   • Student must keep track of his/her own performance on learning goals, and engage in self-reflection by completing monthly journal entries, which will be overseen and graded by the ATL teacher (Pass or Fail).

Reflective Project (RP)
   • Summative assessment is used for the reflective project and is based on predetermined assessment criteria. The reflective project will be internally assessed and externally moderated by the IB.
   • In line with its general assessment philosophy, the IB does not take a norm-referenced approach to assessment for the project; instead it uses a criterion-based approach. Students are, therefore, assessed against defined assessment criteria and not against other students. Teachers must use the assessment criteria published in this guide to assess student work internally.
   • The descriptors for each criterion are hierarchical. When assessing each student's work, teachers should read the descriptors, starting with level 0, until they reach a descriptor describing a level of achievement that best describes the work. Where it is not clearly evident which level descriptor should apply, teachers must use their judgment to select the descriptor that best fits the student's work. This means that a student's work is likely to contain features denoted by a high level descriptor combined with features appropriate to a lower one.
   • Only whole numbers should be used, not partial points such as fractions or decimals.
   • The descriptors are a measure of performance and should not be considered as marks, although the descriptor levels are ultimately added together to obtain a total.
The school should assess all projects. A sample will then be selected by the IB and sent to an external moderator for confirmation of the school's marks. The maximum score for the project is 30.
   • The IB will award a grade based on the mark.
        26–30 A
        21–25 B
        16–20 C
        10–15 D
        0–9 E
   • Examiners will not read beyond the appropriate word limit when assessing the reflective project.
   • Any student awarded a grade of E for the reflective project will not be awarded the IBCC.

IBDP courses
- Internally and externally assessed as indicated by IBDP assessment policy (see IBDP)
- IB exams are graded on a 1 (minimum) to 7 (maximum).
- Student must receive a grade of 3 or higher on two exams to receive certificate

Communication of Assessment to parents and students
- Feedback from assessments should be prompt via Infinite Campus and/or ManageBac
- Feedback on MYP assessments should include the subject specific criteria scores, although these can be translated into a percentage or letter grade

Document Review
- A committee will be formed to review IB policies at the time of each program evaluation (for either MYP, IBCC or DP). The committee will consist of IB coordinators, administrators, teachers and parents.
- This policy will be communicated to stakeholders via the Wooster and Vaughn school websites.

Nevada Assessments Required for Graduation

In order to graduate from a Nevada high school with a Standard, Advanced, or Honors diploma, a student must pass the Nevada State high school assessments prescribed by law as diploma requirements for his/her respective graduating class. Students who entered high school in the fall of 2013 or earlier must pass the math, reading, science, and writing sections of the High School Proficiency Exam (HSPE). Students are eligible to take the HSPE for math, reading, and science for the first time during the spring of their 10thgrade year and the HSPE for writing in the fall of their 11th grade year. Once a student has passed a section, he/she does not take that section again.

Students who enter high school in the fall of 2014 must pass all required assessments pursuant to Nevada Revised Statute resulting from passage of Assembly Bill 288 in June of 2013.

Students who entered high school in the fall of 2013 or earlier and do not pass one or more sections of the HSPE during the first attempt are eligible to retest during the fall and spring of the 11th grade year and then at various times during the 12th grade year. However, prior to all retesting attempts, students must receive appropriate remediation in the area(s) in which they have not passed the test, beginning immediately after receipt of test scores. Appropriate remediation includes enrollment in an approved course or the use of tutors and special programs.

Alternative criteria for a standard High school diploma for certain pupils who fail to pass the Science and/or Writing portions of the HSPE and entered high school in the fall of 2013 or earlier: In order for students to exercise the option to attempt the Alternative Science and/or Writing
- Assessments they must be in their senior/12th grade year and:
- ☐ Have passed the HSPE reading and math assessments;

- ☐ Have failed the HSPE science and/or writing assessment at least 2 times prior to their 12th grade year;
- ☐ Have an unweighted GPA of at least 2.75; and
- ☐ Have earned sufficient credits to be on schedule to graduate with their class.
- A pupil, who meets the eligibility criteria above, may demonstrate proficiency in writing and/or science by submitting to the Department of Education a portfolio of work prepared by the pupil. For more information contact your school.

FINAL EXAMINATIONS

Washoe County School District guidelines require a final examination of all students in all courses which award one-half (.5) credit or more. Appropriate semester tests may consist of skill or performance tests as well as oral or written examinations, depending upon the objectives of the course and the nature of the learning activities of the class. The ability to express ideas is a Significant goal of educational programs; therefore, essay test questions should be included as part of the final examination in classes in which teachers have used written evaluation in the course of instruction. Students who miss a semester final and do not make it up within the first three weeks of the following semester will fail the course. The grade weight of the semester exam is 20% in 2014-2015. Semester exams will not be curved. No exams will be given early.

Assessment Recording and Reporting:

Beginning in the school year 2010 - 2011, the class rank will be determined by the weighted GPA and noted on the transcript at all schools. Courses designated as Honors will receive a .025 weighted value and courses designated as Advanced Placement and International Baccalaureate will receive a .050 weighted value

Recording of Grades

Teachers apply district prescribed A-F grading scale. All Teachers record assessment scores and assignments electronically in the Infinite Campus Gradebook. Every six weeks, grades are uploaded and a progress report is mailed home.

DISTRICT REQUIREMENTS FOR REPORTING TO PARENTS

Reports notifying parents of their student's progress in school are issued quarterly. Grade reports issued at the conclusion of the first nine weeks of each semester are Progress Reports indicating the level of achievement of the student at that time. The academic grade issued at the end of each semester reflects the student's work for the entire semester and is not an average of two nine-week grades. These semester academic grades, along with the credits earned, citizenship grades, and attendance are posted to the student's permanent record at the end of each semester. In addition to these reports which are issued to every student, students whose work has deteriorated significantly or whose performance puts them in jeopardy of failing will receive a special Academic Warning Notice halfway between each official report. Report cards and Progress Reports are distributed to students after the close of the reporting period, except for the final reporting period when report cards are mailed home. Check the current school calendar for specific dates.

References

- *MYP Principles and Practice* (occ.ibo.org)
- *Guidelines for Developing an Assessment Policy in the Diploma Program* (occ.ibo.org)
- *Assessment Practices for Teachers and Students at Fridley Public Schools*
  http://www.fridley.k12.mn.us/page.cfm?p=2069

- *San Jose High School and Burnett Middle School Assessment Policy* http://www.sjusd.org/san-jose-high/docs/IB_AssessmentPolicy2012.pdf

- *Oxford Community Assessment Policy*
  http://oxfordschools.org/images/87/2012Oxford%20MYP%20Assessment%20Policy.pdf

- *Washoe County School District Assessment Department*
  http://www.washoe.k12.nv.us/district/assessment