



Marietta High School International Baccalaureate Programmes

Assessment Policy

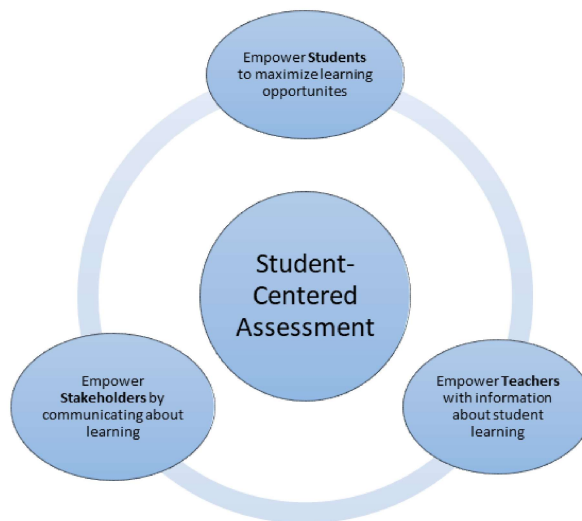
Date(s) revised: May 2019, January 2022

MARIETTA HIGH SCHOOL

Marietta High School's mission is to foster creative and critical thinking to develop compassionate citizens and lifelong learners in a diverse world.

Assessment Philosophy

As shown below, Marietta City Schools believes that assessment is integral to all teaching and learning and serves to empower students, teachers, and parents in order to maximize student growth.



Rationale

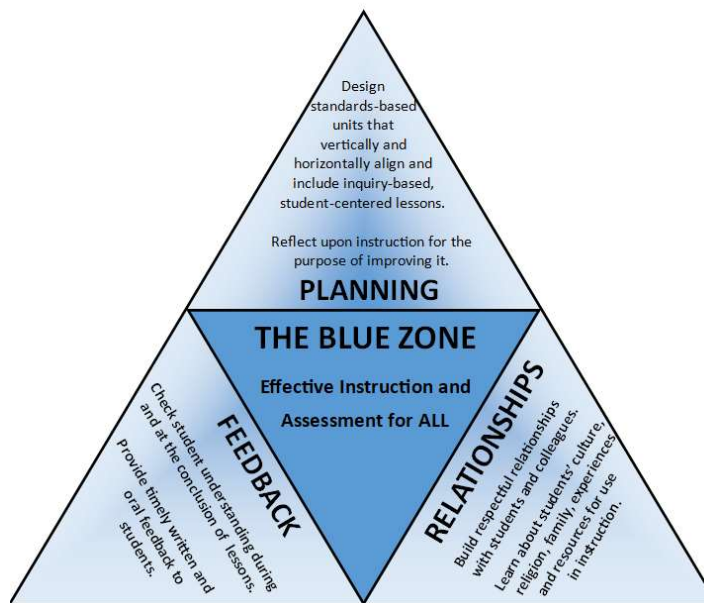
The vision of Marietta City Schools is for all students to learn to their fullest potential. Marietta High School's mission is to foster creative and critical thinking to develop compassionate citizens and lifelong learners in a diverse world. Our values of growth, encouragement, integrity, achievement, and respect promote a growth mindset and inform our Blue Zone practices. Our IB programs are committed to developing assessment practices that are an integral component of the teaching and learning process. Having well-developed, developmentally appropriate assessment practices that support teaching and learning will allow students access to educational programs and practices that promote growth and success.

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At Marietta High School, we focus our teaching and learning inside what we call “The Blue Zone”, we believe that planning, feedback and relationships are the pillars to effective instruction and assessment. The assessment policy will make clear to the whole community what the expectations and practices are relating to formative and summative assessment in the school.



Purposes of Assessment

Assessment is an integral part of student learning and a necessary component of the teaching and learning process. We believe that assessment serves the following purposes:

- to support student learning, improvement, and growth
- to provide feedback to teachers, parents, and students about student learning, mastery, and performance
- to inform instruction that leads to best practice
- to determine skills needing further teaching
- to differentiate instruction to meet the needs of diverse learners
- to provide opportunities for students to show what they know and can do
- to establish and measure learning outcomes and targets for success
- to create productive, student-centered and learning-focused lessons and conversations
- to motivate student performance
- to provide avenues for students to personally reflect on areas of success and areas for growth to set specific learning goals

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Types of Assessments

Classroom-based Assessments

We define classroom-based assessment as any tool that can be used by both teachers and students to create a common language towards improvement. These assessments may range from informal, ungraded, formative assessments to formal, graded, summative assessments.

Assessments contain a backward design to ensure the relevance of the objectives being taught (aligning with each subject group's IB aims and objectives, as well as the Georgia State Standards).

Formative Assessments

A formative assessment is an informal “check-in” that allows the student and teacher to improve. Formative assessment represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. For the student the formative assessment should provide an easily accessible view towards where they are in current understanding of the learning objective and provide effective and frequent feedback to support improvement. For the teacher the formative assessment should provide data that, when analyzed, allows the teacher to effectively determine differentiation, topics and/or skills that should be revisited, as well as areas of strengths that lead to best instructional practices. Time is provided for common planning in which teachers of the same course can work together to write assessments, to analyze data, and to create action plans informed by the formative assessments. These assessments should be grounded in IB learning objectives as well as the Georgia Standards of Excellence that lead to success on both IB criterion-based assessments as well as state standardized assessments.

Examples of Formative Assessments:

The list below provides a variety of formative assessment strategies. This list is by no means exhaustive but should provide a concrete foundation to reference.

- Teacher Observation
- Student/Teacher Conferences
- Exit Slips (Ticket Out the Door) or other Selected Response Assessments
- Collected Classwork
- Student Self-Reflection Forms
- Performance-based Tasks
- Process (Reflection) Journals
- Portfolio Assessments

Summative Assessments

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A summative assessment is a formal, graded task, project, or assessment given after the student has been provided sufficient feedback as well as time to improve in areas of growth. Summative assessment is concerned with measuring student performance against IB assessment criteria to judge levels of mastery. Teachers must be aware of the principles and practices of IB assessment to develop authentic assessment tasks aligned with IB MYP, DP, and CP.

Teachers should be transparent to parents and students as to how the student will be assessed. The goal of a summative assessment is to formally measure mastery of content after instruction and to provide a common language for the teacher and student leading to continuous improvement. These summative assessments should be grounded in IB philosophy, IBDP course objectives and rubrics, MYP criterion when appropriate, and the Georgia Standards of Excellence. The assessments should allow for a variety of ways for students to demonstrate knowledge, comprehension, and mastery of the learning objective. Summative assessments in IBDP courses should reflect required IB assessments as authentically as possible.

Examples of Summative Assessments:

The list below provides a variety of assessments available in the classroom. This list is by no means exhaustive but should provide a concrete foundation to reference

- Open-ended or project-based tasks
- Traditional Assessments, including multiple choice exams, essays, written tests
- Portfolio Assessments

Standardized Assessments for Grades 9-12

- Marietta High School measures student achievement and growth with validated types of summative assessments (i.e., norm-referenced and criterion-referenced assessments). These assessments are aligned to the Georgia Standards of Excellence and are shared with students and parents in a variety of ways (e.g., conferences, summary reports, etc.).
- Teachers use standardized assessments to drive differentiation and student-centered instruction.

Examples and Uses of Standardized Assessments

- The Measures of Academic Progress (MAP) for Reading and Math
 - MAP is a computer-adaptive, norm-referenced, interim assessment taken by students in grades 9-11 (Fall and Winter). *Spring is reserved for State, AP, and IB testing administrations; therefore, MAP is not given in the Spring.
 - MAP assesses, compares, and predicts reading and mathematics growth from fall to winter to inform skills students need to remediate, to learn, and to reinforce. Map data informs differentiation, explicit teaching prior to administering state assessments, necessary school-based interventions and specific placement or other support for students.
- Georgia Milestones Assessment Systems (GMAS) End of Course (EOC) Assessments

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Georgia Milestones is a comprehensive, summative assessment program spanning grades 3 through high school, measuring how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies.

- o End of Course(EOC) assessments are administered in grades 9-12 in Biology, American Literature, Algebra, and United States History and weigh 20% (per Georgia State requirements) of the students' overall grade in the course.
- o MYP and IB DP and CP students are required by the state of Georgia to participate in state-mandated GMAS EOC Assessments
 - MYP Year 4 and 5 students participate in the Algebra I and Biology EOC
 - IB Language and Literature Year 1 students participate in the American Literature EOC in addition to their IB Exams
 - IB History of the Americas Year 1 students participate in the US History EOC in addition to their IB exams.
- Accessing Comprehension and Communication in English State to State (ACCESS 2.0 for ELLs)
 - o ACCESS is an English language proficiency assessment administered to all students who have been identified as English Learners (ELs) in the spring of each academic year.
 - o ACCESS is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.
 - o ACCESS serves as one measure used to determine whether students are prepared to exit our English Language support programs.
 - o Any identified English Language Learner in MYP and IBDP or CP is also required to take the WIDA ACCESS 2.0 assessment.

Grading Guidelines Grades 9-12

Content area Professional Learning Communities (PLC) will devise grading policies that are reasonable, balanced, and consistent. All teachers within a common PLC will adhere to the same grading policies. These policies should reflect a similar number of summative assignments, as well as a consensus of what constitutes mastery. Teachers will communicate these grading policies via the course syllabus within the first full week of each semester.

Grading policies may differentiate with reason to allow for course level differences (Honors, IB, AP, etc.).

No single assignment in the gradebook may exceed 20% of the student's grade. A reasonable number of assignments per grading category must be assessed so that a student's grade is a balanced representation of performance and mastery. Final exams may be given in courses not taking an EOC Semester 1 and may count as much as 20% of a student's grade. No final exams are to be given in EOC/AP/IB courses semester 2.

All PLC grading policies will be approved by the principal or designee prior to the first day of school. Student grades must be entered in Aspen within 5 days of the assignment due date. This may be extended for major summative assignments. Students who have not yet turned in the assignment when it is being entered into

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Aspen will receive a 0. The purpose of this is to communicate to parents and students precisely where the student's grade stands at any given time in the grading period.

Teachers shall provide opportunities for grade recovery for each student to continue learning material that has not yet been mastered. Students who have not yet provided evidence of mastery will have opportunities to receive reteaching and be reassessed. This may occur during regular instructional time or at other times when students are able to attend that are not disruptive to required instruction. Grade recovery policies must be consistent within PLCs, approved by the principal or designee, and communicated to students and parents via the syllabus within the first full week of each semester.

Teachers with failure rates greater than 20% at progress report times are required by the principal to develop and submit an instructional/student intervention support plan based on the root cause analysis process. Principals will include this information in the school data collection presented during the formative evaluation process with the Deputy Superintendent.

(MCS Policy IHA, Grading Guidelines, 2019)

Responsibilities of Stakeholders in Assessment

In Marietta City Schools and at Marietta High School, we believe that all stakeholders play a critical role in student achievement. When considering assessment practices that support and encourage student learning, we believe that these interconnected stakeholders are responsible for the following important actions:

Teachers

- to create a variety of purposeful, valid assessments and units of study that are accessible to all students and align with MYP and IB Diploma and Career-Related program standards and practices.
- to create lessons and tasks that allow for success on assessments
- to create a space and time for student reflection about performance and achievement
- to model how to reflect on performance results
- to analyze assessment data in order to improve instruction and to identify gaps in student achievement
- to standardize assessment grading and reporting using common criteria (e.g., IB MYP, IB DP and CP rubrics and assessment tasks)
- to incorporate and report consistent use of applied IB scoring in the MYP, DP, and CP programs
- to evaluate course performance based on mastery of skills and level of student performance and not to rely on strict averaging of grades
- to collaborate with other teachers, and seek support when needed, to design assessments, analyze results, and ensure internal consistency of achievement level
- to communicate with parents on students' current progress and relevant next steps for growth
- to design assessments tasks to curriculum standards, unit plans, approaches to learning, and statements and questions of inquiry

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- to emphasize reflection and the growth mindset as important life skills
- to provide frequent and timely feedback on assessments
- to continuously improve the quality of classroom-based assessments
- to participate in collaborative standardization activities to reach common understanding and application of criteria and descriptors
- to participate in professional learning about IB and unit and assessment design
- to remain abreast of current research and trends in assessment practices

Students

- to prepare for assessment and to commit to their best work
- to view effort as a critical component of achievement
- to acknowledge academic challenge as productive for growth and learning
- to welcome and use feedback to improve subsequent performance
- to participate in conversations about their performance and progress
- to actively seek assistance and to ask questions when clarification is needed
- to reflect on assessment results and determine how to improve
- to independently complete assessments in accordance with the academic honesty policy
- to understand that assessment results are merely a measure for a performance at a single time and that one score does not define student ability
- to exemplify the IB Learner Profile in their approaches to learning and assessments
- to actively participate in the learning process
- to make connections between current performance and future academic and life success

Leadership (Administrators, IB Coordinators, and Instructional Coaches)

- to advocate for policies that allow students to show mastery in a variety of ways
- to provide on-going professional learning about IB and assessment practices
- to observe teachers and to engage in honest conversations with teachers about how and where their practice can improve
- to provide time for Professional Learning Communities (PLC's) to meet in order to analyze assessment results and adjust instruction
- to monitor teacher collaboration
- to attend, and conduct when needed, teacher collaboration meetings to design assessments according to IB standards and practices.
- to model data analysis
- to create opportunities for parents to be involved and to communicate with teachers
- to remain abreast of current research and trends in assessment practices
- to protect instructional time and provide teachers with time to administer authentic assessments
- to understand that assessments can be differentiated based on student and teacher needs
- to understand that standardized assessments are limited in scope and are only one way to measure student achievement

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- to ensure that teachers of the same course implement common assessments and norm their grading
- to trust the professional expertise of teachers

Parents

- to support teachers and students in preparation for assessments
- to attend parent conferences whenever possible and contact teachers with any questions about assignment or assessments
- to ask questions about assessments results
- to encourage students to work toward achievement at full potential
- to provide students with an environment that promotes learning and values education
- to understand that the school wants students to succeed
- to promote conversations about student growth and improvement
- to encourage students to keep up with coursework and to meet deadlines
- to access ASPEN to monitor student progress
- to familiarize themselves with principles of IB assessment

Assessment and Feedback on Schoology (MCS Online Learning Management System):

Schoology allows teachers to...

- provide timely and effective feedback (via rubrics, audio/narrative feedback, autograde features, and mastery reports)
- create learning objectives and rubrics aligned to MYP Subject Group objectives and strands
- create learning objectives and rubrics aligned to IB Diploma Program and Career-Related assessment objectives.
- report learning objectives mastery to students and families

Schoology allows students and parents to...

- view immediate feedback to reflect on improvement
- maintain a portfolio of student work
- view learning objective mastery and progress
- collaborate with their teacher to set learning goals

Special Assessment Features in the Middle Years Programme (MYP)

MYP Personal Project

MYP students are encouraged to complete the Year 5 Personal Project.

Year 5 - MYP PERSONAL PROJECT

- o In the final year of the MYP year 5 (10th grade), each student is expected to complete a personal project, which is the culmination of the MYP experience.

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- o Students create a Learning Goal and a Product Goal, establish Success Criteria and an Action Plan, apply Approaches to Learning Skills, and reflect on their learning and process.
- o Students are expected to select their project with the guidance and supervision of a teacher or mentor in the school. MCS has appointed personal project co-coordinators to facilitate this process.
- o The personal project is assessed by teachers against a set of IB assessment criteria, which students will use as a guide for their projects.
- o Students participate in a Personal Project Showcase to share their Learning Goal, Product Goal,

Recording and Reporting of MYP Levels of Achievement and Final Grades

Currently, MYP teachers inform students of their progress on MYP performance tasks by giving students MYP rubrics when a task is assigned, with written feedback after task completion. MYP teachers discuss the feedback and rubrics' results with students during assessment conferences in the classroom. Additionally, teachers record MYP levels of achievement for each criteria in Aspen, our Student Information System (SIS) and can add MYP subject group objectives and rubrics in Schoology (LMS) for students and parents to view during the school year. Teachers assess each criterion twice a year at a minimum. At the end of a course, the final MYP overall achievement level is recorded and viewable in Aspen on the final report card.

Marietta City School Report Card grades are based on a traditional American letter scale of A (90-100), B (80-89), C (73-79), D (70-72) and F (0-69). The International Baccalaureate Diploma, Middle Years, and Primary Years Programs grading scale is a numerical system from 7 (excellent) to 1 (minimal). Student grades will be reported on the Marietta City traditional American grading scale multiple times each year and on the IB grading scale at least once annually. Grades for assignments scored using IB (DP, CP and MYP) rubrics (ranging from 1-7), will be factored into the traditional grade average as detailed in each course syllabi.

Special Features of IB Diploma Programme (DP) Assessment

At various times throughout the two-year IB Diploma Programme, students are assessed both internally and externally in ways that measure the extent to which students have mastered the stated objectives for each subject. Where appropriate, teachers apply the assessment criteria as articulated in the Diploma Programme subject guides. Final (summative) assessment in the DP is criterion-related, not norm-referenced. Formative assessments will be used to promote student learning as well as to ensure all goals within the Marietta City Schools' district assessment policy are upheld.

Internal Assessments

In all IBDP subjects, at least some of the assessment is carried out internally throughout the programme by classroom teachers who mark individual pieces of work produced as part of a course of study. These tasks are a formal opportunity for students to contribute to their overall grades and therefore are subject to strict guidelines on not only how they can be completed, but also the guidance that can be provided for students in completing the tasks. Examples include oral exercises in language subjects, projects, essays, student

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portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Each course will have its own regimen and weighting for internal tasks and assessments which will be communicated by the class teacher. Students will be provided with clear timelines for the completion and submission of these tasks and should ensure these are not breached. Teachers are trained to use criterion-related rubrics which are provided and explained to the students prior to assessment. When the various tasks are completed, teachers will establish a final profile of achievement for each student by determining the single most appropriate level for each criterion. Where judgments differ for a criterion, the teacher must decide which level best represents the student's final standard of achievement. The final levels for each criterion will then be added together to give a final criterion-level total for each subject for each student. A random sample of student work is then moderated by the IBO to assure a consistent grading standard from student to student across *all* IB World Schools. The moderated grade assigned by the IBO is the grade the student will receive toward the overall DP subject score for that student.

External assessment

The IBO also prescribes external assessment tasks in the IB Diploma Program. Some DP external assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions and are then marked externally by examiners. Examples include written assignments for languages, essays for theory of knowledge and extended essays, the reflective project for the CP, and certain assessments in the IB arts. The annual May examinations comprise the majority of external assessment in most subjects. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest share of the assessment for each subject for the IB Diploma. Students will receive the mark assigned by examiners for each external assessment task.

All external assessment task results will be calculated with the internal assessment marks according to the IBO's weighting in each subject in order to form the student's final mark in the subject.

Reporting

In the IB Diploma Program and the IB Career-Related Program, results are tabulated and reported by the IBO directly to the school, IB candidates, and their intended universities in July each year through a password protected website. The final award is determined based on the criteria required in each program.

- For the IBDP: Awarding of the IB Diploma is based on a combination of internal and external assessment in six subjects, each graded on a scale of 1-7 (low to high). The student's scores for each of the six subjects will be added together to form the final score. Additionally, 3 more points can be earned for performance within two of the core constituents: theory of knowledge and the extended essay. A total of 45 points is available to each candidate and constitutes the maximum reported grade. The IBO has established certain failure conditions that include failing either the extended essay or theory of knowledge combined components, not reaching a total of 24 points overall, and not reaching a total of 12 points combined in HL subjects. Other conditions are referenced within the IBO documents and can be obtained by contacting the IB Diploma Programme Coordinator.

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- For the IBCP: Awarding of the IB Career-Related Certificate is based on a combination of internal and external assessment in two subjects, each graded on a scale of 1-7 (low to high), as well as completing the student's chosen Career-Related Study (CRS) pathway. The IBO has established certain failure conditions that include failing the required Reflective Project, not completing the Language Portfolio, or scoring less than a 3 in the student's tested IBDP subjects. Other conditions are referenced within the IBO documents and can be obtained by contacting the IB Diploma Programme Coordinator.

Special Features of IB Career-Related Programme (CP) Assessment

The CP uses a wide range of assessment procedures and tools to measure academic attainment, as well as providing a reflective process for students to improve the overall grade. The focus is on achieving potential through self-evaluation aligned to measured feedback from teachers. The CP has two components: a minimum of two Diploma Programme courses and the CP core, consisting of language development, personal and professional skills, service learning, and a reflective project. The DP courses are assessed using procedures as explained in the aforementioned section of DP assessment, and the CP core is assessed in accordance with procedures outlined in the IB guides for the core components.

In addition, CP students also complete a series of three, year-long courses in their selected CRS. Locally, these three courses constitute a state-recognized Career Pathway. At the end of their third year and at the completion of the Career Pathway, students take an End of Pathway Assessment (EOPA), a valid and reliable assessment linked directly to industry-validated standards. The state test provides a measurement of the level of technical skill attainment and includes components from national industry certifications, national occupational assessments, and state licensure assessments.

Assessment policy alignment

The assessment philosophy and policy align with the academic integrity, admissions, inclusion, and language policies. Each is student-centered and rooted in our belief in the IB's mission that all students belong and can grow and learn. Assessment is an integral part of a student's growth and development.

Alignment to our academic integrity policy

Our assessment policy aligns with our academic integrity policy in that both support our students' development as principled, reflective learners. The MYP, DP, and CP assessment design and processes are ongoing in our instructional planning and practices and guide students to authentic ownership and integrity of their learning to maintain academic integrity at all times.

Alignment to our admissions policy

Our assessment philosophy and policy aligns with the admissions policy in that our assessment practices support all students to help them progress and grow in their learning and achievement towards their

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academic goals. Through vertical planning, our assessment practices help students see their full potential and be willing to challenge themselves academically throughout MYP as students may choose to enroll in either the IBCP, the IBDP, or they may take individual courses based on their personal interests and abilities.

Alignment to our inclusion policy

Our assessment policy aligns with the inclusion policy in that we utilize assessment practices that support equitable access and inclusion to appropriately challenging curriculum and assessment for all diverse learners. Our policies reflect the following definition of inclusion in their goals and practices:

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (The IB guide to inclusive education: a resource for whole school development, 2019)

Our assessment policy supports access for learners at all levels to the MYP and to opportunities to experience rigorous and challenging curriculum in MYP, DP, and CP.

Alignment to our language policy

Our assessment policy aligns with our language policy in that both encourage student voice, choice, and ownership of learning. As assessments are designed in alignment with the MYP Criterion, the IBDP and IBCP standards and objectives, and the Georgia Standards of Excellence, students develop skills in acquiring the academic language and literacy of the subject groups and disciplines. The use of formative and summative assessment data allows for specific feedback in language use.

Communication of the Policy

The assessment policy is posted on our school’s public website.

Program Standards and Practices. IBO, 2018.

Guidelines for developing a school assessment policy in the Diploma Programme. IBO, 2010.

Teaching and learning informed by assessment in the Diploma Programme. IBO, 2021.

This district policy should be reviewed annually and revised as necessary following the review.

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