

Earl Wooster High School and Vaughn Middle School Assessment Policy

“Be Inquirers”

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. It aims to foster a supportive learning environment where all members of the school community understand a fair, transparent and meaningful assessment procedure.

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 through 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 effective assessment should inform instruction by including the gathering and analysis of data regarding student performance
- 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 which the assessment is being made
- Ongoing assessment and feedback are integral to guiding students through the learning process.

Why do we assess?

- 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 inform students of their progress and achievement
- 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

How do we assess?

- 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 IBDP/IBCP/IBMYP 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 IBDP/IBCP/IBMYP
- Teachers of the same course should use common assessments.

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
- Teachers use a diverse range of summative and formative assessments like tests, projects, presentations, research papers, quizzes, checklists, journals, portfolios
- To ensure consistency in grading, teachers often participate in collaborative processes like grade calibration and moderation with colleagues to discuss and align their assessment practices.

Rights and Responsibilities

Student Rights

- understand the criteria and objectives of assessments before they begin.
- receive constructive, timely, and detailed feedback.
- have access to resources that support their learning and improvement.
- learn in an environment that promotes fairness, honesty, and respect in all assessments.

Student Responsibilities

- actively engage in learning, prepare adequately, and complete assessments to the best of their ability.
- respect deadlines and seek support when needed.
- uphold the principles of academic honesty, including acknowledging sources and avoiding plagiarism.
- reflect on feedback for continual improvement and growth.

Teacher Rights

- have adequate professional development and resources to implement assessment practices effectively.
- be part of a collaborative, respectful professional environment that values transparent communication about assessment.
- work with students who are prepared to engage with assessments responsibly.

Teacher Responsibilities

- design fair, accessible, and rigorous assessments that align with IB standards and criteria.
- communicate assessment expectations, deadlines, and criteria clearly to students and parents
- provide meaningful feedback that supports student growth.
- maintain accurate records of assessment results and share them with students and parents regularly
- foster an environment of academic honesty and model ethical behavior.

Parent and Guardian Rights

- be informed about the assessment policies, expectations, and their child's progress.
- access support and resources that help them assist their child's learning.

Parent and Guardian Responsibilities

- support their child in meeting assessment expectations, including helping them manage time effectively.
- encourage academic honesty and support their child in understanding the importance of original work.
- maintain regular communication with teachers and administrators regarding their child's academic progress.

School Administrators' Rights

- have access to adequate resources and professional development opportunities to implement assessment policies.
- lead in a respectful and collaborative environment that upholds IB values.

School Administrators' Responsibilities

- ensure that the school's assessment policies align with IB guidelines and support professional development for teachers.
- provide necessary resources, including time for teachers to collaborate and refine assessment practices.
- communicate effectively with students, parents, and staff about policies, updates, and assessment expectations.
- promote a school-wide culture of academic honesty and integrity.

IB MYP Assessment at Wooster High School and Vaughn Middle School

- Teachers give MYP grades based on teacher-created assessments, which are scored according to the IB Criteria Strands and rubrics. MYP asks teachers to score students 1-8, according to 4 different criteria from each subject.
- MYP assessment will be continuous with each criterion being assessed at least twice per year, per subject area.
- Summative assessments should allow students to achieve the highest levels of the MYP criteria strands.
- Feedback from assessments should be provided in a timely manner via Infinite Campus.
- The Personal Project will be assessed using MYP Personal Project criteria during the 10th grade year.
- 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.

Recording of Grades

After in-class formative and summative assessment are evaluated using IB Criteria Strands and grading scale of 1-8, the teacher will apply the district prescribed A-F grading scale. A conversion chart is used to do so across all subject and grade levels of the MYP to ensure uniformity. 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.

Wooster High School MYP Course Grade Conversion Chart

| Grade/Letter Grade | Boundary guidelines (Criterion A-D combined) | Descriptor |
|--------------------|---|---|
| 0 F | 0 | No Evidence |
| 1 (D-) | 1-4 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 2 (D+) | 5-8 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 3 (C-) | 9-12 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 (C+) | 13-16 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations. |
| 5 (B-) | 17-20 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 6 (B+) | 21-24 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 7 (A-) | 25-28 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |
| 8 (A+) | 29-32 | Produces very high-quality, frequently innovative work. Always communicates comprehensive, nuanced understanding of concepts and contexts very well. Consistently demonstrates very sophisticated critical and creative thinking. Almost always transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |

IB Assessment Criteria per Subject

| Subject Area | Assessment Criteria | Assessment examples |
|---------------------------|---|--|
| Arts | A. Investigating B. Developing C. Creating/Performing D. Evaluating | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Essay (literary, argumentative, persuasive, or analytical) Oral presentation response to literature Creative writing piece (dramatic scene, poetry, story) |
| Language Acquisition | A. Listening B. Reading C. Speaking D. Writing | <ul style="list-style-type: none"> Interactive oral tasks Reading comprehension task Writing tasks |
| Individuals and Societies | A. Knowing and Understanding B. Investigating C. Communicating D. Thinking Critically | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Classroom test Mathematics investigation Real life-problem application with reflection |
| Physical Education | A. Knowing and Understanding B. Planning for performance C. Applying and performing D. Reflecting and improving performance | <ul style="list-style-type: none"> Evidence of student's composition and 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 | <ul style="list-style-type: none"> An experimental investigation Unit test Written essay applying science in society with documented sources |
| Design | A. Inquiring and analyzing B. Developing ideas C. Creating the solution D. Evaluating | <ul style="list-style-type: none"> Application of the design cycle to create a final product such as a webpage Reflection on the design cycle process |

DP and CP Assessment

Teachers are expected to follow accepted practices for assessment, as prescribed by the district and suggested in the Diploma Program Assessment: principles and practices. These practices include but are not limited to:

- regular communication with both students and parents
- assigning pertinent homework with timely feedback to the student

- periodic criterion referenced formative assessments such as quizzes, presentations, portfolio work, and midterms
- summative assessment where students must 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) to parents and students for timely reporting and feedback of student progress.

An IB Diploma candidate student must fulfill the following requirements:

- Participation and examination in six IB subjects (three at the higher level and three at the standard level), including all Internal Assessments and end of the year written exams.
- Successful completion of the IBDP core requirements:
 - writing an original essay (called the Extended Essay) of approximately 4000 words
 - taking the Theory of Knowledge (TOK) class and its corresponding exam
 - participating in C.A.S. (Creativity, Action, Service).

An IB Career-related candidate must fulfill the following requirements:

- Participation and examination in a Career/Technical strand of study.
- Participation and examination in a minimum of two IB subjects, including all Internal Assessments and the end of the year written exam.
- Successful completion of the IBCP core requirements:
- Personal and Professional Skills (PPS) class, which also covers the following:
 - Language Development – completion of a minimum of 50 hours of language exploration in a language other than their best/mother tongue. Students document their learning activities and provide evidence of development in a language portfolio.
 - Service Learning – completion of a minimum of 50 hours, where the student must plan, implement and reflect upon their service experience. The student must keep track of their own performance on learning goals and engage in self-reflection by completing monthly journal entries.
 - Reflective Project – a culminating summative assessment in which the student explores an ethical dilemma related to their career/technical strand of study.

An IB course student must complete all individual IB subject course requirements including Internal Assessments and the end of the year written IB exam.

Appropriate Internal Assessment timelines shall be established for all components of the Diploma and Career-related Programmes 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.

IB (and AP) Exams

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 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), in order to maintain the “IB” or “AP” designation and GPA boost. Exams are given on a

predetermined schedule in May of each 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. Exam results are available to students and colleges in July following the exam.

Nevada Assessments Required for Graduation

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.

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.

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.

Policy Review

A committee will be formed to review IB policies at the time of each program evaluation (for either MYP, CP 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.