



## Assessment Policy

### **The Faculty of the Luther Burbank International Baccalaureate World High School**

**Recalls:** *The International Baccalaureate Middle Years Programme Assessment Philosophy*

Assessments should aim to support curricular goals and encourage appropriate student learning. Appropriate student learning is based upon effective teaching aimed at meeting the course requirements and therefore ensuring effective teaching that affords students the ability to meet all examination and other formal assessment requirements. Students' should have a well developed understanding of assessment expectations, standards, and practices early in the program. Assessments should be provided to improve students understanding of their own performance in the class and to help them develop strategies for improvement. Teachers should collaborate to share ideas, improve assessment practices, and to modify the assessment policy as needed while ensuring that all teachers, administrators, and anyone with a vested interest in the program has an opportunity to participate and provide input.

**Notes:** *The San Antonio Independent School District policy on testing and assessment*

All teachers should have a minimum of 2 grades per week, with a minimum of 15 grades per nine weeks. 60% of grade will demonstrate homework and classwork and 40% will demonstrate actual tests and assessments.

**Create and define the following additions to the before mentioned policies:**

1. **Meaningful Grades:** Teachers within the International Baccalaureate Middle Years Program should make sure that all grades are meaningful grades that reflect a student's progress in the class. These grades should be criterion based to reflect a student's mastery of the material and the knowledge of the student and include assignments at sixty percent of the average.
2. **Value of Assessments:** Assessments are 40% of final grade; questioning should include a balanced range of assessment strategies to improve questioning and accurately reflect student learning.
3. **Using MYP Criteria and Determining Achievement Levels for All Subject Areas** (For the Summative Assessment Only):  
To determine a student's achievement level, teachers will use a criterion-related approach. Student performance is measured against pre-determined assessment criteria based on the aims and objectives of each subject area. Teachers must gather sufficient evidence from a range of summative assessment tasks to enable them to make a professional and informed judgment guided by criteria that are public and transparent to determine a student's achievement level. In order to do this, teachers analyze the recent scores on summative tasks and determine the most consistent pattern of scores.

#### **4. Common Practices for Recording and Reporting Summative Assessments:**

- a. Student work on a summative assessment is assessed using the Middle Years Programme (MYP) subject group criteria. Teachers use MYP published criteria for summative assessment tasks during the year.
- b. Objectives from all eight required subject groups are assessed using MYP published criteria multiple times during the school year.
- c. Teachers use the Year 3 or 5 of the published rubric appropriate to a students' year in the programme. Ninth grade teachers use the Year 3 rubric for the 1st semester and Year 5 for the 2nd semester. Tenth grade teachers use the Year 5 rubric consistently.
- d. MYP scores are awarded according to how well the student has demonstrated mastery of the published criteria.
- e. Rubrics **MUST** be provided to students at the start of each unit.
- f. All teachers and students must use the rubrics to inform their progress throughout the unit.
- g. The district has decided that percentage grades **MUST** be determined using the conversion chart below
- h. Local percentage grades **AND** MYP criterion scores must both be reported back to students on summative assessment tasks.

#### **Translating MYP Scores to SAISD Scores:**

0-8 Scale	
8	100
7	95
6	90
5	85
4	80
3	75
2	65
1	60
0	50

\*A student receiving a zero is a rare, case-specific situation. There is generally no evidence of anything completed during the unit time frame.

5. **A). Teacher Discretionary Marking:** Grades will not be awarded for non-academic performance.

**B). Rubrics & Transparency of Marks:** Feedback to the students should be provided for all assessments, should be prompt and provided within a week of the assessment, and should be orientated to improve learning by including written learning statements provided by the teacher. A high level of transparency should be maintained to allow for student reflection and self evaluation. In order to obtain this transparency assessment, grading should include rubrics, mark schemes, and feedback forms when appropriate, and peer and self evaluations when allowable.

**C). Assessment Guidelines:** Teachers should use assessment data to reflect upon student learning and mastery and therefore, to modify teaching and learning strategies. In order to reduce over-testing and the tendency to “learn to learn”, an assessment timeline should be collaboratively developed at the beginning of each school year. This should include each subject, precise assessment dates, and any specifics about the assessment whenever possible.

**D). Assessment collaboration and Policy Modification:** Teachers should use shared conference periods to address assessments and to collaborate on their construction within each department. Tools for transparency including rubrics, markschemes, and feedback forms should be collaboratively constructed and utilized. Monthly International Baccalaureate Middle Years Program meetings should include any updates to the assessment timeline and a discussion of any challenges that teachers are facing with regard to feedback or assessment construction. Individual and private meetings with the International Baccalaureate Middle Years Program Coordinator should be arranged to discuss any remaining assessment problems. Yearly revisal of the assessment policy should be conducted at the beginning of each school year and should be a collaborative effort within the program to be orchestrated by the International Baccalaureate Middle Years Program Coordinator and to include any teachers and administration with a vested interest in the program.

