

## **SPRINGBROOK HIGH SCHOOL ASSESSMENT POLICY**

Springbrook High School follows the guidelines established by The Montgomery County Public School System (MCPS). Montgomery County Public Schools has a grading policy which reports academic achievement and learning skills. Report card grades reflect overall achievement of MCPS standards for specific disciplines quarterly.

Achievement grades are based on the following categories:

- Homework Completion
- Formative Assessments
- Summative Assessments

Teachers enter their grades regularly on Pinnacle, an Internet based grading and attendance program. Students and parents may view grades through an Internet based program called Edline.

Students participate in a variety of assessments including projects, debates, experiments, oral presentations, tests, quizzes, essays, county assessments and state assessments. Teachers use both formative and summative assessments. Reassessment opportunities are available to each student for every course to ensure that students have mastered the learning expectations. At the secondary school level, Montgomery County Public Schools assessments include content-based unit and semester exams. Maryland High School Assessments in Biology, English, National, State and Local Government, and Algebra are administered during the course of the year.

Springbrook High School teachers organize continuous assessment over the course of the IB programs according to specified assessment criteria that correspond to the objectives of each group and subject. Springbrook High School teachers look at MYP Criteria of Knowledge, Concepts, Skills, Organization and Presentation to align with MCPS grading standards. Springbrook High School is implementing Unit Planning with an emphasis on assessments.

Springbrook High School IB Teachers use IB Markbands and scoring equivalents to match MCPS policy. The following is an example of a rubric used by teachers when grading MYP projects:

IB Mark	Descriptor	MCPS Grade
0	The student does not reach a standard described by any of the descriptors given below	E
1-2	The student communicates information that may not always be relevant. The student attempts to structure the work, but it may be unclear and/or inappropriate to the format required. Presentation and expression are unclear and imprecise. There may be some evidence of documentation.	D
3 - 4	The student communicates information that is mostly relevant. The student attempts to structure and sequence the work but is not always successful. Presentation and expression are occasionally unclear. Sources of information are documented, though there may be omissions or consistent errors in adhering to conventions.	C
5 - 6	The student communicates information that is relevant. The student uses a structure appropriate to the task and sequences the content logically. Presentation and expression are clear; attention is paid to the audience and purpose in terms of appropriate language style and visual representation. Source of information are documented, with occasional errors in adhering to conventions.	B
7 - 8	The student communicates information that is always relevant. The student organizes information into a well-developed and logical sequence, appropriate to the format required. Presentation and expression are clear, concise and effective, and the language, style and visual representation used are always appropriate to the audience and purpose. All sources of information are documented according to a recognized convention.	A

Francis Scott Key Middle School and Springbrook High School participate in monitoring of MYP assessments. Student work samples for all subject areas are submitted to IBO for guidance and feedback. This feedback informs teachers as they plan for future instruction and assessment.