

Watkins Mill High School Assessment Policy

XXX High School follows the guidelines established by the Montgomery County Public School System (MCPS). 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, and 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 MyMCPS. Our IB teaching staff regularly attend professional development and are kept up to date on changes in IB assessment practices in their courses by the IBDP/CP Coordinator. IB faculty will actively participate in the ongoing development, review, and implementation of IB Program Assessment Policy.

Assessment Philosophy

The primary purpose of assessment and evaluation is to improve student learning. To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs and those who are learning the language of instruction
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible to the learning styles and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning through both formative and summative assessment;
- provide ongoing descriptive feedback that is clear, specific, meaningful, timely, and aligned to the IB assessment criteria to support improved learning and achievement;

Assessment Practices

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning.

Teachers obtain assessment information through a variety of means, which may include

discussions, homework, group work, debates, projects, experiments, oral presentations, tests, quizzes, essays, and county, state and IB assessments.

As essential steps in assessment for learning teachers need to:

- plan assessment collaboratively and concurrently to standardize assessment of student work
- share learning goals and success criteria with students to ensure that students and teachers have a common and shared understanding of these goals
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving learning goals
- analyse and interpret evidence of learning
- give and receive specific and timely descriptive feedback about student learning
- help students to develop skills of peer and self-assessment
- review and analyze IB assessment data to determine instructional practices
- use IB moderation feedback and subject report data to drive instructional modifications
- use both formative and summative assessments
- the IB teaching team lead by the IB Coordinator will establish an overall internal assessment calendar with student balance, as the central focus
- individual subject level PLCs (Professional Learning Communities) will establish specific student benchmarks to meet IB assessment timelines
- PLCs must be in compliance with all IB School Policies and MCPS Grading and Reporting Policies
- use ManageBac to provide standards to DP/CP students on Creativity Activity and Service/Service Learning, Language Development, Theory of Knowledge/Personal and Professional Skills, and Extended Essay/Reflective Project

Grades are assigned using the scale below.

89.5 – 100%	A
79.5 – 89 %	B
69.5 - 79%	C
59.5 - 69 %	D
Below 59%	F

Formal report cards are issued in November, January, April and June and Maryland High School Assessments in National, State and Local Government, the Maryland Integrated Science Assessment (MISA), the English and Algebra 1 PARCC are administered during the course of the year. All state assessments are administered during the 9th and 10th grade with the exception of MISA, which occurs in January of

the junior year. The curriculum of all IB Science courses supports students in achieving the state science measures and administration of the MISA does not conflict with IB formal assessment windows. During the May testing window students who experience Advanced Placement (AP) and IB exam conflicts take a late AP exam that is ordered by the testing coordinator.

XXX High School teachers provide continuous assessment and feedback in all IB classes utilizing formal IB assessments, grading rubrics, and standards based on the objectives of each group and subject.

Accommodations for English Language Learners (ELLs)

A variety of types of accommodations may be used to support English language learners as they develop English language proficiency. These include the following:

Accommodations related to instructional strategies, such as:

- extensive use of visual cues
- use of graphic organizers
- allowance of extra time
- pre-teaching of key words
- simplification/repetition of instructions as needed
- simultaneous use of oral and written instructions.

Accommodations related to learning resources, such as:

- extensive use of visual materials
- use of adapted texts and bilingual dictionaries
- use of technology

Accommodations related to assessment strategies, such as:

- allowance of extra time
- use of alternative assessment strategies (e.g., oral interviews, learning logs, or portfolios)
- use of simplified language and instructions (e.g., in the context of tasks that require completion of graphic organizers and cloze sentences).

This policy will be implemented in the following manner:

- a. It will be posted on the school IB web page so that stakeholders may view it at any time
- b. It will be included in the IB Manual which is distributed to students and parents at the time of enrollment in the program.
- c. The policy will be made available to all IB students through their TOK class.

This policy will be reviewed and revised each school year by the school leadership team; student and parent voice will be used in this process.