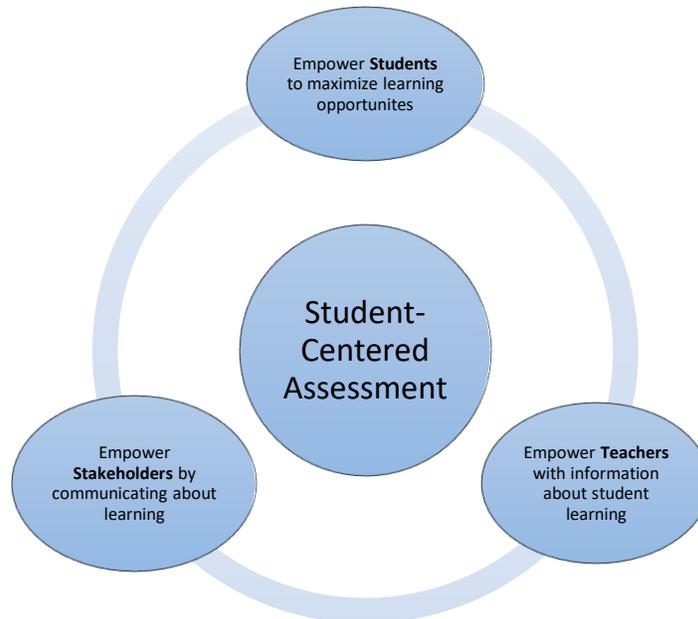


Marietta City Schools

International Baccalaureate Program

District Assessment Policy

As shown below, we believe 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. The district mission states, “In partnership with families and the community our mission is to prepare each student to maximize career, college, and life opportunities”. Both the vision and the mission of the district embrace the belief that all students should have opportunities to participate in and benefit from educational programs. The MCS 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 success.

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
- to provide feedback to teachers, parents, and students about student learning, mastery, and performance (*Knowledgeable*)
- to inform instruction that leads to best practice (*Reflective*)
- to determine skills needing further teaching (re-teaching) (*Knowledgeable*)
- to design flexible grouping (*Knowledgeable*)
- to differentiate instruction
- to provide opportunities for students to show what they know and can do (*Communicators*)
- to inform teachers on what learning needs are present (*Knowledgeable*)
- to create a baseline of current and prior student knowledge (*Knowledgeable*)
- to show level of skill proficiency and mastery of content
- to increase the ability to explain and apply information (*Communicators*)
- to measure learning outcomes and student success
- to establish goals for instruction and targets for student learning (*Reflective, Thinkers*)
- to create productive, student-centered and learning-focused conversations (*Inquirers, Reflective*)
- to motivate student performance (*Inquirers, Reflective, Risk-Takers*)
- to create a common language for discussing and evaluating (*Communicators*)
- to provide avenues for students to reflect on areas of success and areas for growth and for students to identify ways to succeed (*Reflective, Open-Minded*)
- to create pathways for improvement and student growth (*Principled*)

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. For the student the formative assessment should provide an easily accessible view towards where they are in current understanding of the learning objective, areas of improvement, as well as the necessary requirements for improvement. For the teacher the formative assessment should provide data that, when analyzed, allows the teacher to effectively determine differentiation, topics that should be revisited, as well as areas of strengths that lead to best instructional practices. Time in each building is provided for common planning in which teachers of the same grade level or 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-referenced assessments as well as state standardized assessments.

Examples of Formative Assessments:

The list below provides an insight into the variety of assessments available in the classroom. 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

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 weakness. 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, MYP criterion when appropriate, and the Georgia Standards of Excellence, and the assessments should allow for a variety of ways for students to demonstrate knowledge and comprehension of the learning objective.

Examples of Summative Assessments:

The list below provides an insight into the 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

- Marietta City Schools 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., student- led 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)
 - MAP is a computer-adaptive, norm-referenced, interim assessment taken by all students in grades kindergarten through ninth three times a year (Fall, Winter, and Spring). The exception to this may be kindergarten at some schools where the decision may be made to only test them twice a year (Winter and Spring).
 - MAP assesses, compares, and predicts reading and mathematics growth from fall to winter to spring over one academic year.
 - MAP data informs student course placement and differentiated instruction.

- Georgia Milestones Assessment Systems
 - Georgia Milestones is a comprehensive, summative assessment program spanning grades 3 through high school.
 - End Of Grade (Grades 3-8)
 - Language Arts and Math in grades 3-8
 - Science and Social Studies in grades 5 and 8
 - End of Course in grades 9-12 in physical science, biology, ninth grade literature, American literature, algebra, geometry, US history, and economics
 - Georgia Milestones measures 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.
 - Georgia Milestones is a component of promotion/retention decision making.

- Accessing Comprehension and Communication in English State to State (ACCESS 2.0 for ELLs)
 - 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.
 - ACCESS is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.
 - ACCESS serves as one measure used to determine whether students are prepared to exit our English Language support programs.

Responsibilities of Stakeholders

In Marietta City Schools, 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
- 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 rubrics and assessment tasks)
- to incorporate and report consistent use of applied IB scoring
- 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
- to emphasize reflection and the growth mindset as important life skills
- 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
- to actively seek assistance and to ask questions when clarification is needed on assignments and about content
- 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)

- 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 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
- 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

Special Features in the Primary Years Programme (PYP)

IB PYP-5th Grade

The culminating learning experience for fifth grade students is the IB PYP Exhibition. In the IB PYP exhibition, students demonstrate their understanding of an issue or opportunity they have chosen to explore. The students demonstrate their ability to take responsibility for their learning, and their capacity to take action, as they are actively engaged in planning, presenting and assessing their own learning. Exhibition is not viewed as an assessment but a process for students to explore, document and share their understanding of an issue or opportunity for personal significance. All students benefit from guidance and collaboration with teachers, peers and mentors to facilitate, direct and adjust their learning. The exhibition may be one of the six units of inquiry during the final year or it may stand outside of the programme of inquiry. All exhibitions are student-initiated, designed and collaborative.

Special 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

- 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.
- 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.
- The personal project is assessed by teachers against a set of IB assessment criteria, which students will use as a guide for their projects.

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 – either formal student-led conferences in grades 6-8 or through assessment conferences in the classrooms in grades 6-12. Additionally, teachers record MYP levels of achievement for each criteria in Aspen, our Student Information System (SIS), 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 grade 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 and MYP) rubrics (ranging from 1-7), will be factored into the traditional grade average as detailed in 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 nearly all IB DP 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 portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Each course will have its own regime 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, and assignments 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 added together with the internal assessment marks to form the student's final mark in the subject.

Reporting

In the IB Diploma 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 diploma award is determined by 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 failure conditions: if a candidate fails either the extended essay or the theory of knowledge essay, the candidate will *not* receive the IB Diploma. 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 guides for the core components.

In addition, CP students also complete a series of three, year-long courses in their selected career field. 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.

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