

## Assessment & Academic Honesty

### Philosophy

In Marietta City Schools, assessment is a collaborative effort involving teachers, students, administrators and outside examiners, when appropriate. For all programs: IB, AP, IB MYP, college preparatory and technical preparatory, the goal is to create a variety of consistent, transparent and authentic opportunities to show what students know in a manner that values all learners, regardless of learning styles. Classroom teachers and students use multiple sources of both ungraded formative and graded summative assessment to inform the effectiveness of instruction and assess progress. *Formative assessment* is assessment of the daily practice activities completed prior to the completion of a unit of learning. *Summative assessment* includes quizzes, tests, performances and projects aimed at measuring and reporting completed levels of learning, typically at or near the completion of a defined unit of instruction. All students will be assessed according to criteria related to *Georgia Performance Standards* in accordance with state and national requirements. Additionally, IB Middle Years Program candidates will be assessed by the school against MYP objectives using published IB MYP criteria and achievement level descriptors and monitored by the IBO. For IB Diploma, assessment of the quality of candidates' work rests ultimately with worldwide examiners trained in criterion-related standards clearly communicated in each subject's syllabus. Further, AP students will be assessed according to the criteria and methodology prescribed by the College Board for Advanced Placement classes.

All students, regardless of which academic path they follow in Marietta City Schools, are expected to actively engage in their own learning, and are therefore required to monitor their progress and be able to discuss their learning processes and strategies for successful completion of assessment activities.

In order to facilitate this process of learner-focused assessment, all teachers are expected to base summative assessment judgments on clearly defined and published performance criteria emanating solely from the IBO, the College Board, the state of Georgia, or local system requirements. These written performance criteria, called *rubrics*, are explained to students prior to assigning performance tasks so they may have a clear understanding of performance standards and expectations. Further, it is expected that teachers will engage in self and peer reflection on their own assessment practices, utilizing data to identify student performance and adjust as appropriate to accommodate a variety of needs. Ongoing and timely feedback is essential in order for students to be able to successfully participate in their learning; therefore, teachers will work collaboratively with other professionals and students in the assessment process in a consistent and pervasive manner, and share these data with all stakeholders in a timely manner. Ultimately, the assessment process is viewed not primarily as a way of recording and reporting performance, but more holistically as an integral part of the process of improving learner outcomes through timely, authentic, valid, and reliable assessment of IBO, College Board (SAT and Advanced Placement) and Georgia Performance Standards.

In support of these objectives, school administrators will support teachers and students through common planning time for teachers in order to facilitate collaborative assessment opportunities, through professional development opportunities, through the development and facilitation of systemic benchmark assessment opportunities, and through clear, published expectations for teacher and student performance standards regarding assessment process and outcomes.

### Grading Scale:

Marietta City Schools 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 & MYP) and AP rubrics (ranging from 1-7 or 1-5 respectively), will be factored into the traditional grade average according to the following conversions:

AP			IB DP& MYP		
A-F	AP	Grdbk	A-F	IB	Grdbk
A <sup>+</sup>	5	100	A <sup>+</sup>	7	100
A	4	90	A	6	94
B	3	80	B <sup>+</sup>	5	87
C/D	2	70	B	4	80
F	1	60	C-	3	74
			D/F	2	67
			F	1	60

## IB Assessment

### Middle Years Program (MYP) Assessment

Teachers in the school write, administer, grade, and report results of the MYP assessments after training and follow-up monitoring by the IBO. For the purposes of final assessment in grade 10, teachers must ensure that for each student at least two judgments are made against each prescribed IB criterion. This may be achieved by using some kinds of assessment tasks more than once or by incorporating varied types of assessment activities. A sample of student work is then monitored by the IBO to assure a consistent grading standard from student to student across *all* IB World Schools.

### IB Diploma (DP) Assessment

At various times throughout the two-year IB Diploma Program, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

#### Internal Assessments

In nearly all IB DP subjects at least some of the assessment is carried out internally by classroom teachers who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, essays, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances. Teachers are trained to use criterion related rubrics which are provided and explained to the students prior to assessment. When the judgments on the various tasks are completed, teachers will be in a position to 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 must then be added together to give a final criterion levels 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.

### External assessment

The IBO prescribes external assessment tasks in the IB Diploma Program, but not in the IB MYP. Some DP external assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include world literature assignments for language A1, 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.

### **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. Our Middle Years Program results are tabulated and reported by the school to MYP students and their parents through a report sent home near the end of the 10<sup>th</sup> grade year.

### **Attaining the IB Diploma, IB Certificate and MYP Certificate**

The IBO uses criterion-related assessments to confer points leading to an IB Diploma or IB Certificate, and the school uses a similar process to award points leading to the Middle Years Program certificate. The IBO issues IB Certificates to seniors who take IB DP examinations but do not qualify for the IB Diploma. All grades are awarded on a scale of 1 to 7.

#### **IB Diploma Requirements**

#### **IB MYP Certificate Requirements**

<p>The IBO will issue an IB Diploma to each student who satisfies the following conditions. Generally, the student must</p> <ul style="list-style-type: none"> <li>▪ have registered and earned at least a grade 2 in at least one subject per subject group of the DP, no more than four taken at higher level and at least two taken at standard level</li> <li>▪ have completed both Theory of Knowledge and Extended Essay with at least a D grade from IB on each</li> <li>▪ have met the expectations of the CAS program (Creativity, Action, and Service)</li> <li>▪ have gained a grade total of at least 24 points from the six subject groups, plus Theory of Knowledge and CAS combined, out of a possible maximum of 45*</li> <li>▪ have <b>none</b> of the following failure conditions:             <ul style="list-style-type: none"> <li>– A grade 1 in any subject at any level</li> <li>– A grade 2 in any HL subject</li> <li>– Two or more grade 2 in SL subjects</li> <li>– Four or more grade 3 or lower awarded</li> <li>– The mean grade across all HL subjects is less than 4</li> <li>– The mean grade across all SL</li> </ul> </li> </ul>	<p>Marietta High School will issue an MYP certificate to each student who satisfies the following conditions. The student must:</p> <ul style="list-style-type: none"> <li>▪ have earned at least a grade 2 in at least one subject per subject group of the MYP</li> <li>▪ have gained at least a grade 3 for the personal project</li> <li>▪ have participated in the program for at least the final two years</li> <li>▪ have met the expectations of community and service to the satisfaction of the school (20 hours in each of grades 9 and 10)</li> <li>▪ have gained a grade total of at least 36 from the eight subject groups and the personal project combined, out of a possible maximum of 63. If more than one subject has been entered in a given subject group, only the single best grade will count towards certification.</li> </ul>
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<p>subjects is less than 3 – Candidate is found guilty of academic malpractice</p> <p>* Excellent performance in the 6 subject areas results in a grade 7 for each, or a total of 42 points. The maximum diploma point score is 45. Theory of Knowledge and the Extended Essay can contribute to the overall score up to 3 bonus points based on the candidate's combined performance.</p>	
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### **Academic Honesty**

Academic honesty is a set of values and skill that promote personal integrity and good practice in teaching, learning, and assessment. An authentic piece of work is one that represents a student's individual and original ideas, with the ideas and work of others fully acknowledged. Influenced by several factors including peer pressure, culture, parental expectations, role modeling, and taught skills, academic honesty is essential if a student's genuine ability is to be measured and used to guide and report learning. Further, academic malpractice can lead to such negative personal consequences as diminished feelings of self-worth and disgrace in the eyes of classmates, teachers, parents, and administrators.

Academic malpractice, also known as cheating, occurs whenever a student asks, receives, has access to, or offers unauthorized help on any assignment including class work, homework, projects, tests, and papers. Plagiarism (representing someone else's work as one's own) and collusion (assisting someone in academic dishonesty) are also forms of cheating. Students suspected of academic malpractice will be investigated, and if found guilty will be subject to any or all of the following consequences:

- A grade of 0 on the assignment/test
- Notification of the parents
- Discipline referral to the grade level administrator
- Loss of eligibility for the IB Diploma, IB Certificate, or MYP Certificate
- Work detail
- Saturday school
- Suspension
- Notification of advisors of campus honor groups
- Negative references for college applications and scholarships