

DIPLOMA PROGRAMME (GRADES 11-12) ASSESSMENT POLICY

Our Assessment Philosophy:

We understand that in order for students to maximize their potential, they must be provided with challenges and opportunities that ensure their growth and push their thinking. We understand that assessing student learning is complex and that rigorous, authentic and aligned assessments are essential to the learning process. The intent of assessment is to reveal what a student understands, knows and is able to do and is integral to the learning process. We understand that we all deserve various ways to show what we know and honor evidence of student understanding that is varied, constructivist and holistic. Our assessment practices will enhance and improve the teaching process, encourage student learning and honor and reward growth.

Students must be able to apply their learning, independently and thoughtfully, to varied complex situations, inside and outside of school. Lacking this ability to transfer their learning, a student will be neither college nor workplace ready. Therefore, assessment practices will be guided by this larger goal: *all students becoming independent, critical and creative thinkers who take ownership of their learning and success.*

Student Responsibilities:

We feel that students should be involved in the assessment process and should be aware of the expectations so that they can take ownership of their learning. By sharing DP objectives and assessment criteria, and offering targeted feedback, we can ensure that students are successfully meeting these objectives.

Our Guiding Principles:

1. *Assessment should reveal what students understand, know and are able to do.*
 - a. Driven by learning outcomes which are authentic, rigorous and aligned with subject group objectives of the DP as well Louisiana State Standards
 - b. Promotes deep understanding of subject content and IB concepts
 - c. Designed to ensure students' development of the Approaches to Learning skills in order to promote independence, and transfer and build strong academic habits
2. *Assessment provides meaningful feedback and promotes reflection.*
 - a. Gives students a clear picture of their progress and feedback on how to improve
 - b. Promotes reflection among teachers and students
 - c. Provides students with opportunities to own their own learning and challenge themselves to improve their skills and grow their knowledge in response to feedback
 - d. Provides students with opportunities for reflection, as well as peer assessment and self-assessment
3. *Assessment drives instructional practice.*
 - a. Provides data that informs instructional decision
 - b. Ensures teacher reflection and growth
4. *Assessment promotes positive attitudes towards learning.*
 - a. Encourages intrinsic motivation and builds confidence and the positive feelings that result from success

- b. Encourages a mindset that values failure and sees it as a way to grow
 - c. Encourages students to seek out challenges and be risk-takers as learners
5. *Assessment is differentiated.*
- a. Identifies areas of growth
 - b. Recognizes and takes into account students with diverse learning needs by modifying and accommodating expectations in relation to individualized needs
 - c. Honors the whole child
 - d. Is varied in type and purpose

Our Primary Assessment Methods Are:

Formative (Assessment FOR learning)

Formative assessment is all of the activities used by the teacher to gather the information that allows for feedback to modify and guide teaching and learning. This occurs while knowledge is being learned. Its purpose is to provide specific, timely feedback for improvement. It is used frequently, thoughtfully and strategically, throughout a unit of study, to promote success on summative assessments. Some examples of formative assessments are exit tickets, quizzes, homework, checklists, etc.

Summative (Assessment OF learning)

Summative assessment occurs at the end of a learning cycle and provides information to be used in determining a student's achievement. Summative assessments usually occur at the end of each unit to provide evidence for evaluating student understanding and level of mastery.

Diagnostic/Progress Monitoring

Diagnostic testing takes place prior to instruction to determine student needs as well as make decisions for remediation and support. Progress monitoring is skill-specific benchmark testing along the way to determine if students are progressing and to be used to modify or adjust RTI programming. Some examples of diagnostic/progress monitoring assessments are STAR Reading and Math.

External Mandated Assessments

Several external assessments are required by the State of Louisiana which are the LEAP 2025 tests (formerly called End-of-Course tests). High school students take the LEAP 2025 tests in 6 subjects: Algebra I, Geometry, English I, English II, Biology and U.S. History. These criterion-referenced assessments measure proficiency in each subject area.

Our Assessment Strategies:

A variety of strategies will be used in order to provide a balanced and evidence-based conclusion about a student's achievement through the development of rigorous, aligned assignments.

Performance Tasks/Projects

Complex challenges that mirror real-world problems and can range in length from short term tasks to long-term, multistage projects. They are authentic and usually address a real or simulated audience and allow students greater opportunity to personalize the task.

Academic Prompts/Tasks

Open-ended questions or problems that require the student to think critically and use analysis, synthesis and evaluation. They require a constructed response, evidence for the answer given and a possible explanation of methods used to solve the problem or task. This includes writing assignments (essays, creative writing and reasoning tasks).

Quizzes and Tests

Traditional assessment formats consisting of content-focused items that assess for factual information and often use selected-response (multiple-choice, true/false, matching) or short answer/extended response formats.

Our Reporting and Grading Scale:

Timely reporting of student achievement and parent access to students' grades are highly valued at Morris Jeff high school. In an effort to help parents and students monitor their progress, we utilize an electronic gradebook. Parents and students can keep current with grades at their convenience.

Along with electronic monitoring of student progress, parents receive report cards at quarterly parent/teacher conferences. The grading scale for Morris Jeff high school, as mandated by the Louisiana Department of Education, is as follows:

- 93% -100% = A
- 92% - 85% = B
- 84% - 75% = C
- 74% - 67% = D
- Below 66% = F

IB Diploma Assessments:

The IB Diploma Coordinator will register IB anticipated candidates for the May exam session. Performance in each subject is graded on a scale of 7 (highest) to 1 (lowest). Each IB subject contains internal and external assessments that are combined to award a maximum grade of 7. Students will take a total of six exam subjects in addition to the following requirements to receive an IB Diploma:

Diploma Requirements	Criteria
3 SL & 3 HL exam subjects OR 2 SL & 4 HL exam subjects	<ul style="list-style-type: none">● Minimum score of 24 points (overall)● Minimum of 12 points from 3 HL exams (16 points from 4 HL exams)● Minimum of 9 points from 3 SL exams
Theory of Knowledge course	Prescribed Title & Oral Presentation - Grade of A (highest) to E (lowest/failing)
Extended Essay	4000-word independent research essay - Grade of A

	(highest) to E (lowest/failing)
Creativity, Action, and Service (CAS)	18 months of consecutive service that meet 8 learning outcomes(90 hours suggested) with documented evidence and reflections

☒ Students must receive a grade of at least a D in both TOK and Extended Essay to receive the IB Diploma

Internal Assessments

Internal Assessments are mandatory assignments embedded in the coursework and are completed during grades 11 and 12. These assessments are graded by the classroom teacher using the course-specific IB rubric. Internal assessment scores are submitted to IB for moderation to ensure consistency in the awarding of marks. Examples of internal assessments include, but are not limited to, science lab reports, research math papers, and oral presentations. Internal assessments may serve as graded classroom assignments, as well as, assignments that contribute to the student’s IB grade for that subject.

External Assessments

IB external assessments are mandatory assessments that are completed throughout grades 11 and 12. These assessments include essays and IB exams which are administered during the May exam session. It is important to note that students must take the IB exams on the assigned test date in May. All external assessments are sent away to be externally graded by IB examiners. Examination papers are mailed within 24 hours to designated IB examiners by the IB Diploma Coordinator and specific assessments are uploaded electronically to the IB.

Assessments for Special Needs Students

The Diploma Programme Coordinator will submit requests to IB for students with disabilities to receive inclusive assessment arrangements. Medical documentations will be used by the Coordinator to specify the specific arrangement being requested for the students. Upon request, IB will deem requests as appropriate when asked.

Our Assessment Policy was developed by a team of dedicated high school administrators and teachers. This document will be reviewed/revised yearly by the DP Administrative team.

Documents Used to Create the Morris Jeff Community School Assessment Policy

- Marzano, Robert J. (2006). *Classroom assessment that works*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Wiggins, G & McTighe, J. *Understanding by design (expanded 2nd ed)*. Alexandria, Va: Association for Supervision and Curriculum Development.
- O’Connor, Ken. (2011). *A repair kit for grading*, Boston, MA: Pearson Education
- Significant portions were taken from:
 - Assessment Policy, Vanguard High School, Marion County Public Schools, March 2014
 - Suncoast Community High School, Public Magnet High School, November 2014