



## **ASSESSMENT POLICY**

### **Benjamin Elijah Mays High School and Jean Childs Young Middle School IB Partnership**

Benjamin Elijah Mays High School and Jean Childs Young Middle School believes that assessment results provide valuable information to all stakeholders. Assessments are designed to determine mastery of concepts. Assessments should support and encourage student learning by providing detailed meaningful feedback. They are critical tools used to develop effective teaching and provide students with information to support student learning. Benjamin E. Mays High School and Jean C. Young Middle School provides a balance of content knowledge along with critical, creative and transfer thinking skills to prepare students with attributes designed to show understanding in higher education and the workplace.

#### **Purpose of Assessment**

- To determine the students' instructional needs and learning problems in order to maximize student success.
- To keep a record of students' progress over time.
- To act as a feedback mechanism for curriculum development and implementation.
- To ensure the learning outcomes are aligned with curriculum objectives, learning targets, goals and success criteria.
- To facilitate student inquiry and reflection as critical components of independent learning.

#### **Assessment Expectations**

- **Teachers**
  - To measure student achievement of IB MYP/DP criteria.
  - To measure student achievement of GA Standards of Excellence.
  - To provide data used to identify student learning needs to inform future instruction.
  - To guide teachers in the design and implementation of purposeful teaching techniques to meet the needs of all learners.
  - To highlight student ability and learning styles to differentiate teaching.
  - Teachers must also complete the following in order to have common practices around determining achievement level on IB rubrics:
    - All teachers use MYP subject group assessment criteria rubrics.
    - DP teachers use subject specific assessment criteria rubrics.
    - Rubrics and assessment tasks are developed, implemented and assessed collaboratively by MYP teachers with reference to both relevant MYP guides and subject group overviews.
    - Rubrics may be clarified using student-friendly language and exemplars are made available to students.
    - Checklists and other rubrics for formative assessments are agreed upon within the professional learning community (PLC) meeting.
    - Teachers collaboratively write task-specific rubrics or design assessments that align with the above criterion when grading task-specific assessments as outlined in their unit plans.

- **Students**

- To have a clear understanding of the knowledge and skills that are being assessed and the criteria against which they are being assessed.
- To be aware of the grade boundaries and the weighting of each assessment criterion within the overall assessment.
- To receive clear and timely feedback regarding the assessment outcome.
- To be aware of the deadlines of all assessments and understand that failure to meet set deadlines could impact overall student performance and grade.
- During teacher-student conferences each semester, students evaluate their current performance and discuss with their teachers how future progress may be attained through the development of a Student Intervention Plan.

- **Parents**

- To review student progress reports and end of semester report cards. MYP assessment achievements will be available to parents via progress reports at least twice per academic year during fall and spring semester conferences.
- To review student grades online via the Infinite Campus parent portal. MYP assessment criteria where applicable and will be available to parents and students on an ongoing basis.
- To attend monthly Parent - Student - Teacher conferences to discuss the progress of students.
- To attend school-wide presentations (including concerts and performances) and other spring semester exhibition events.

### **Assessment Practices**

#### **Pre-Assessment:**

Teachers will access students' prior knowledge and experience before embarking on a new learning experience that considers the summative assessment and establishes a baseline for each progressive year and upcoming unit.

#### **Formative Assessments:**

Formative assessments are used on a regular basis to measure students' knowledge and experience on how to proceed with instruction and the intended learning goal. Formal assessments allow teachers to correctly monitor student progress and provide detailed meaningful feedback. Teachers use a variety of assessment methods, including but not limited to, oral work in languages, laboratory work in the sciences, investigations in mathematics, written explanation in literature, design portfolios in career-related studies and artistic performances to assess the level of demonstrated mastery.

#### **Summative Assessment:**

Summative assessments are given at the end of the learning and practice sections and provide students with opportunities to demonstrate what has been learned.

Examples of appropriate IB assessments include:

- Presentations
- Projects
- Portfolios
- Debates
- Constructed responses
- Research Papers

Created July 2018

Revised Sep 2023

- Unit Exams
- Labs
- Reflection on MYP subject-area criteria
- MYP Personal Project
- DP Internal Assessments
- CP Language Development Portfolio
- CP Service Learning Portfolio
- CP Reflective Project
- DP Extended Essay
- DP External Assessments

### **District-mandated Assessments**

- Students are required to take district-based assessments such as the Measures of Academic Progress Exam (MAP), District-created Unit Assessments, and Amplify.

### **State-mandated Assessments**

- In addition to administering district-based assessments, students are required to complete the Georgia Milestones Assessment.

<b>State Mandated Assessment Georgia Milestone</b>	
<b>Year</b>	<b>Courses</b>
1-2	Language & Literature Mathematics
3	Language & Literature Mathematics Sciences Individuals & Societies
4	Biology Algebra I
DP Y1	American Literature and Composition

## MYP Criterion-Related Assessments

MYP offers a criterion-related model of assessment. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives (Table 1) within each subject group. These include open-ended problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation analysis, and reflection. Students are assessed with respect to each criterion and receive a score on a scale of Level 1 - 8. The overall MYP grade is determined using the grade boundaries for each subject from which students receive an overall score on a scale of Level 1-7.

Table 1:

MYP Criterion-Related Assessments

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Language and Literature</b>	<b>Analysing</b>	<b>Organizing</b>	<b>Producing text</b>	<b>Using language</b>
<b>Language Acquisition</b>	<b>Comprehending spoken and visual text</b>	<b>Comprehending written and visual text</b>	<b>Communicating</b>	<b>Using language</b>
<b>Individuals and Societies</b>	<b>Knowing and understanding</b>	<b>Investigating</b>	<b>Communicating</b>	<b>Thinking critically</b>
<b>Sciences</b>	<b>Knowing and understanding</b>	<b>Inquiring and designing</b>	<b>Processing and evaluating</b>	<b>Reflecting on the impacts of science</b>
<b>Mathematics</b>	<b>Knowing and understanding</b>	<b>Investigating patterns</b>	<b>Communicating</b>	<b>Applying mathematics in real-world contexts</b>
<b>Arts</b>	<b>Knowing and understanding</b>	<b>Developing skills</b>	<b>Thinking creatively</b>	<b>Responding</b>
<b>Physical Education</b>	<b>Knowing and understanding</b>	<b>Planning for a performance</b>	<b>Applying and performing</b>	<b>Reflecting and improving performance</b>
<b>Design</b>	<b>Inquiring and analysing</b>	<b>Developing ideas</b>	<b>Creating the solution</b>	<b>Evaluating</b>
<b>MYP Projects</b>	<b>Investigating</b>	<b>Planning</b>	<b>Taking action</b>	<b>Reflecting</b>
<b>Interdisciplinary</b>	<b>Disciplinary grounding</b>	<b>Synthesizing and applying</b>	<b>Communicating</b>	<b>Reflecting</b>

## **MYP Personal Project**

The Personal Project serves as a summative assessment that is showcased during year 5 of the MYP program. Culminating activities provide both teachers and students with an evaluative tool to adjust and increase pedagogy and understanding. Year 5 in MYP is a summative year for MYP students to demonstrate how MYP pedagogy and Approaches to Learning Skills culminate to produce a tangible product that demonstrates Year 5 students' learning and life-skills. Schools must use the appropriate assessment criteria to report students' final achievement score. Provisions for school and community exhibitions are taken into consideration through budgeting and scheduling. The parent-liaison provides outreach information to the immediate community on an ongoing basis. Information regarding the exhibition of Personal Projects will be available from the MYP Coordinator and through the Parent Liaison office.

## **CP/DP Assessment Criteria**

Coursework undertaken by candidates during the CP or DP course is subject to either external assessment or internal assessment (IA). IA occurs when teachers mark the coursework of their candidates and submit the IA marks to International Baccalaureate Information System (IBIS). All externally assessed coursework is uploaded to IBIS, where it is then marked by external examiners. The deadline for all coursework to be submitted will be provided by the DP Coordinator. All DP courses have an examination which generally takes place in May of Year 2 of the programme. The examination period is three weeks long to maintain an acceptable balance between the number of conflicts in the schedule, the time available to teach, and the IB's responsibility to complete the marking on time and to the required quality.

## **POLICIES AND PROCEDURES**

Policies and procedures for testing and security are outlined in the *Atlanta Public Schools Exam Security Policy and Procedures Plan "Test Security Plan"* (2010-2011). Several items of the plan were taken from the Georgia Department of Education Student Assessment Handbook (GaDOE SAH).

Prior to assessments, the testing team at Benjamin E. Mays High School and Jean C. Young Middle School conducts Professional Learning (PL) on the policies and procedures regarding school-wide and district-wide assessment. *The Local Board Policy Manual, Section 5-Students and Instructional Programs, Title-Grading System-Grading Expectations* outline the following: Grading Practices, Grade Reporting, Students in Danger of Not Meeting Academic Expectations, Incompletes, Repeating Courses/Recovering Credit (High School Students Only), Grade Changes after Grades are Posted from Grade Book, Transferring Grades, along with delineation of letter grade to numerical grade averages.

## **STUDENTS WITH SPECIAL CIRCUMSTANCES**

Students with Individual Education Plans (IEP) may require accommodations and/or modifications to assessments. Additional information can be found in the Benjamin E. Mays High School and Jean Childs Young Middle School Inclusion Policy.

## **RECORDING & REPORTING STUDENT PROGRESS**

According to Atlanta Public Schools Board Policy IHA-R(1), all schools are mandated to issue interim progress reports at each 4 ½ week interval. The expectation of Benjamin E. Mays High School and Jean C. Young Middle School is that all teachers provide all students with a class-specific progress report at the end of each month. Students' scores for both Individual Assessment Criterion (Table 2) and final IB scores (Table 3) will be converted from the IB scale to a 0-100 grading scale as required by the school district grading policy. To provide the most immediate feedback regarding academic performance, teachers at Benjamin E. Mays High School and Jean C.

Young Middle School are directed to input grades weekly in the electronic gradebook (Infinite Campus). Parents and students can check their progress at any time throughout the school year.

According to Atlanta Public Schools Board Policy, regular progress reports must be issued to parents of elementary school, middle school and high school students by the progress report dates listed on the school calendar for each grading period. For a student to receive a failing grade in a course, a progress report must have been issued by the notice date or as soon as the student's grade fell below a 75 after the notice date. A progress report can also be considered a notice of deficiency. For middle and high school students, teachers shall contact parents via telephone, email, US mail and other means. In instances where students earned failing grades without appropriate teacher documentation of progress reports and parent contact, students will receive a temporary grade of "Incomplete" and have 4½ weeks to demonstrate mastery to correct the failing grade. After 4½ weeks, student mastery must be reassessed, and a numerical grade must replace the "Incomplete".

Table 2:

Table 3:

**QUALITATIVE MONITORING OF STUDENT SERVICE INVOLVEMENT**

IB Criterion Level	Letter Grade	Grade %
8	A	97-100
7	A	94 - 96
6	A	90 - 93
5	B	85 - 89
4	B	80 - 84
3	C	75 - 79
2	C	70 - 74
1	F	35 - 69
0	F	0 - 34

IB Level	IB total Score	Letter Grade	Grade %
7	28 - 32	A	96 - 100
6	24 - 27	A	90 - 95
5	19 - 23	B	85 - 89
4	15 - 18	B	80 - 84
3	10 - 14	C	75 - 79
2	6 - 9	C	70 - 74
1	1 - 5	F	0 - 69

Community Service comprises one of the most important factors of student growth. Service is monitored by the schools' counselors who assist in managing community service hours for each student. Volunteer work is verified by the appropriate faculty member or nonprofit coordinator for approval and accreditation.

**ASSESSMENT DATA**

Evaluation of Lexile levels, standardized test scores and other pertinent data are provided by the State Longitudinal Data System (SLDS). SLDS provides vital information for both teachers and students and assist in determining instruction for differentiation. The MAP Assessment provides literacy and numeracy data for students in reading and math. Scores from these assessments are used to determine reading and math placement. Remediation programs such as Reading Plus and USA Test Prep are utilized based on assessment data from Milestones and MAP. Instructional time and reassessment are built into the school day for both programs.

## OPPORTUNITIES FOR STUDENT REFLECTION

Opportunities for students to discuss and reflect on their classwork, tests/quizzes, class discussions and projects are important measures of formative assessments. Students can evaluate why they received their applicable scores and discuss with their instructors how future improvements may be obtained. Reflection on the learning can be documented through verbal interaction with teachers and through journaling.

## CONNECTION TO OTHER POLICIES

**Academic Honesty Policy:** Students will adhere to all requirements of the Academic Honesty Policy while completing homework, classwork, and assessments.

**Language Policy:** Student language needs will be considered when creating and implementing assessments.

**Inclusion Policy:** Student special education needs will be considered when creating and implementing assessments, projects, and classwork. Student's IEP and 504 plan requirements will be followed.

**Policy Review and Distribution:**

Benjamin E. Mays High School and Jean C. Young Middle School IB policies will be posted on the school website and are distributed to parents during Open House.

## SUMMARY

Assessment is a vital part of academic and pedagogical growth for both students and instructors. Incorporation of the assessment policies of both Atlanta Public Schools and International Baccalaureate assist in constructing a well-rounded, totality of instruction aligned with whole child development.