**New Town High School**

**International Baccalaureate Assessment Philosophy**

**Assessment Policy**

This Assessment Policy reflects New Town High School’s staff agreed upon philosophy with respect to

setting high expectations for students and establishes parameters that will guide all stakeholders in helping students develop academic and affective skills. In keeping with the mission of the school and requirements of the International Baccalaureate Organization (IB), a language policy has been agreed upon by the teaching faculty to inform teaching and learning in the classroom, to guide curriculum, and to involve families in our goal to educate children in an internationally-minded environment.

**I. Vision and Mission**

The mission of New Town High School is to prepare students for success as knowledgeable and global citizens, future leaders, and life-long learners. We commit to a rigorous 21st century learning environment that is safe and supportive. We exist to help our students grow into resilient, empathetic, and inquisitive individuals who think both critically and creatively and possess the courage and conviction to take action. This will ensure that all students develop their individual potential based on the standards as outlined in Blueprint 2.0*.*

Today we learn; Tomorrow we lead.

**BCPS Core Beliefs**

1. Learning is our core purpose.
2. Effective teaching is the most essential factor in student learning.
3. Effective leaders support learning and optimum performance at all levels.
4. BCPS is committed to ensuring that every student learns and succeeds, regardless of race, ethnicity, gender, socioeconomic status, language proficiency, or disability.
5. Every student will be successful when provided high expectations and sufficient, appropriate supports.
6. Organizational development is essential to BCPS’ becoming a world-class school system.
7. Trusting relationships and commitment to our core values will foster learning at all levels.
8. Input from students, parents, employees, community members, and all BCPS stakeholders is essential.

**BCPS’ Purpose**

BCPS commits to all stakeholders to provide equitable, accurate, specific, and timely information regarding student progress towards agreed-upon common course expectations, as well as feedback for next steps and growth areas. Grades will communicate what students know and can do.

1. **Equitable:** The same work, completed in two different classrooms, should receive the same grade.
2. **Accurate:** Grades are based solely on achievement, which means other factors like behavior and attendance are not used to calculate a grade.
3. **Specific**: Grading practices should be so clear that students should be able to tell teachers what grade they have earned, even before the teacher calculates it.
4. **Timely:** Feedback to students is so timely that students can actually use that feedback right away to improve their performance on tests

**BCPS’ Guiding Practices**

1. Grading practices must be supportive of student learning.
2. Marking-period grades will be based solely on achievement of course or grade-level standards. Classroom conduct, work completion, and ability to work with others will be reported separately using the BCPS Skills and Conduct Indicators.
3. Students will have multiple opportunities to demonstrate proficiency.
4. Grades will be based on a body of evidence.
5. A consistent grading scale will be used to score assignments and assessments in the learning management system.
6. Accommodations and modifications will be provided for exceptional learners.

**New Town High School**

Grading Policy 2019-2020

Teachers are required to establish a consistent and clear grading policy and include this in their course syllabi. Included in this description is the departments minimum number of grades (major and minor) per quarter and the schools grading policy found below.

**Graded Work- General Guidelines**

* On all work that a student attempts, it will be graded on a 0-100 point scale.
* On selected assignments, students will be provided the opportunity to re-do the assignment to demonstrate deeper understanding.
* Students are to be provided a minimum of **6 consecutive school days** to make up individual assignments. After 6 days (or the limit agreed upon by the student and teacher) and in consultation with the student, the highest score is permanently entered.
* All students have the opportunity to submit assignments up to the final week of a grading period. It is up to the teacher’s discretion to allow redo and make-up work during the last week of a grading period.

**Lowest Score (LS)**

* If a student makes a genuine effort but does not meet 50%, that score is recorded as a LS (50%). At the point a student achieves a **third (3rd)** LS during a quarter, parent contact must be made.
* Students are provided at least 6 consecutive school days to re-do each assignment to demonstrate deeper understanding. The highest score is then permanently entered in the gradebook.

**Missing (M)**

* M=0- student made no effort to complete the assignment.
* If no effort is made to complete an assignment when due (absence/indifference) students are provided at least 6 consecutive school days to submit work. **If a student does not submit work in the agreed time frame, a M may be entered into the gradebook and equates as a 0.**
* **No more then three (3) M’s are to be entered in a quarter.** After the third (3rd) M, and LS is to be entered in the grade book for the missing work.
* Summative assignments **cannot** be assigned an M (0)
* At the point a student receives a third (3rd) M in a quarter, parent contact must be made.

**New Town High School’s Grading Practices**

1. Each teacher will design lessons from the BCPS Curriculum and format in the MYP Unit Planner, as appropriate.
2. The curriculum is divided into units. These units must then be broken down into Objectives. To support these objectives there are resources, worksheets and formative assessments.
3. Using the IB unit planner model, the teacher will identify key targets from the units that students must learn/demonstrate.
4. Grades will be calculated based on the students’ product which demonstrates their understanding of these targets. Grades will be based on a body of evidence and scored based on specific criterion and focus on students’ ability to think analytically and critically, to integrate and apply their learning, to work collaboratively and to communicate what they have learned in writing and orally.
5. Students can have multiple opportunities to demonstrate the understanding but must work with the teachers in these circumstances.
6. Differentiation occurs when necessary for students to demonstrate their understanding. Multiple intelligences are applied to formative assessments to foster critical and creative thinking. Emphasis on higher-order cognitive skills supports inquiry-based, constructivist learning.
7. Progress reports are issued once during each nine-week period. Report cards are issued at the end of each quarter. Parent/teacher conferences are scheduled twice a year. As needed, teachers consult with parents on an individual basis.
8. New Town High School students are academically ineligible to participate in interscholastic athletics if they have less than a 2.0 GPA with no more than one failing, incomplete, or medical grade in the preceding quarter. Fall academic eligibility is determined by the fourth quarter grading period from the preceding year

**IB Philosophy of Assessment**

In order to meet the overall IB assessment objectives, New Town High School will:

* with the approval of our district office, create an additional IB report card that would clearly indicate achievement levels for the MYP/DP criteria in each MYP/DP course. That report would be provided to parents at the end of the school year. However, criterion grading will be noted in the grade book in the comment section. This practice will begin during the third quarter of the 2019-2020 school year (for MYP).

New Town will continue to work with BCPS to incorporate MYP criteria grading in the current grading management system being utilized.

**What teachers should do**:

1. All teachers of MYP or DP subjects must internally standardize summative assessments before final achievement levels are awarded to students. This is also required for the Personal Project, Extended Essay and Reflective Project. The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how these are applied.
2. Teachers should provide models of strong performance against a rubric for student evaluation and analysis. These models can come from internal standardization.
3. Teachers should practice “best fit” grading where a rubric grade reflects the most consistent and representative achievement in a grading period (quarter, semester, or year).
4. Through effective **formative** assessment, teachers gather, analyze, interpret and use a *variety* of evidence *to improve student learning* and to help students to achieve their potential.

**Strategies and Practices we use to develop ATL skills:**

1. All units are planned to incorporate ATL skill development, and all formatives must explain an ATL link to a summative.
2. Explicit teaching of ATL skills in all courses, especially the College Career Research and Development Course and AVID and ELCCR.
3. Promotional and awareness campaigns, Titan TV, newsletters, school website

**Defining** **Formative and Summative Assessment**

All grades, tasks, or assignments are either ‘formative’ or ‘summative’. We define this as:

**Formative assessment**

Formative assessment is ongoing assessment aimed at providing information to guide teaching and improve student performance. It is assessment for learning and is a chance to rehearse the content and skills needed to be successful on a summative task.

1. There may be many formatives in a unit, and they can take many forms such as draft writing, teacher observations, quizzes, homework, classwork, class discussions; they may be written, oral, or performance-based. They may be formal or informal.
2. They can be assessed by the student, a peer, or the teacher (or any combination). We recognize that peer- and self-evaluation are important aspects of learning.
3. Failure to complete formative tasks will greatly impact a student’s ability to be successful on a summative task. Summative work will not be graded without evidence of formative completion as specified and verified by the teacher and will receive a failing grade.
4. Formatives should be completed in a specific order to lead up to a summative.

# Summative assessment

A summative assessment is the culminating assessment for a unit, term or course of study, designed to provide information on the student’s achievement level against specific objectives. It is assessment of learning.

1. There is usually only one summative per learning unit. Summatives must be completed as part of classwork, or a significant proportion of classwork, and generally are not completed purely as homework.
2. All summatives should reflect MYP or DP/CP assessment practices.
3. All final grades for a quarter or semester are produced only from summative grades. Formative grades are not calculated as part of a final grade.
4. Failure to complete a summative will earn a grade of LS.
5. Some summatives may be resubmitted, if expressly allowed by the teacher and only if all required steps and conditions are completed. See the Revision Policy below for more.
6. There is a maximum of four summative assignments turned in each quarter per subject.

# Missing or Incomplete Work

 Meeting deadlines is an important practice for learning, IB assessments, and college readiness. When student work is not submitted on-time it jeopardizes progress and is indicative of a skill or organizational concern.

When assessment measures are missing or late, we:

1. May use additional means to retrieve or collect evidence such that a true determination of student learning is evaluated,
2. May permit students until an agreed-upon time to complete the assessment,
3. Provide for teacher discretion in the process and timeline set for a student. However, the final deadlines and requirements specified by a teacher on assignment instructions are final.

Additional Means

Examples of additional means include:

* communication with families, parent/student meetings,
* mandatory attendance at after school coach classes
* suspension of extracurricular activities to complete tasks, revised deadlines.

New Town applies the following measures for supporting students who may struggle in the learning process and require additional coaching and assistance in submitting missed or late work:

* 1st *Contact Home*
* *2nd Teacher or School-based Support Referral (tutoring, coach class)*
* *3rd Department Coaching Locations (as assigned)*
* *4th Student Support Team Referral, Administration, Counseling, or Related Services*

# Approaches to Learning (ATL)

Through Approaches to Learning in IB programs, students develop skills that have relevance across all areas of learning and help them “learn how to learn”. Approaches to learning can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. Approaches to learning help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language for students to reflect on, and articulate how, they are learning. They prepare students for success in their studies and life beyond school.

1. All teachers are responsible for integrating and explicitly teaching ATL skills
2. ATL’s are essential for transferring the practice of formatives to successful completion of a summative.

**Standardization of assessment**
Upload a description of how standardization of assessment in subjects and the community and/or personal project is being developed or takes place in the school.

According to the MYP’s From Principles to Practice, “Where more than one teacher is teaching the same subject group, the process of internal standardization must take place before final achievement levels are awarded.” In order to achieve standardization, teachers at New Town will meet collaboratively to determine a common understanding on the criteria and achievement levels and how they are applied. This will result in consistency and a shared understanding of how our students are meeting the aims and objectives outlined in the MYP objectives.

Our plan for standardization will be as follows:

**2019-2020**

**September - December**

* Introduce MYP assessments to the faculty.
* Focus on building teacher understanding of the criterion and strands outlined in their subject guides.
* Refine the nature in which teachers create summative assessments and ensure that the summative assessment task allows our students to show that they have developed their own understanding of the statement of inquiry.
* Focus on making task-specific rubrics.
* Focus on establishing a culture of teacher collaboration.
* Continue refining unit planners.

**January - June**

* Begin grading using MYP criterion.
* Focus on professional development that will assist students in understanding MYP grading.
* During teacher collaboration sessions, teachers will focus on gaining a common understanding on the criteria and achievement levels and how they are applied.
* Continue refining summative assessments/unit planers.
* Teachers will follow guidelines detailed in From Principles to Practice and begin selecting examples that are appropriate and usable within their context. Following standardization by subject teachers, student work from one unit may serve as example material for the same unit the next year.

**2020-2021**

* Continue implementation of MYP assessments and standardization school-wide.

|  |  |
| --- | --- |
| Year | New Town High School |
| 2017-2018 | Following Baltimore County Public Schools Grading Policy* 50-point grading scale
 |
| 2018-2019  | Following Baltimore County Public Schools Grading Policy* Handful of assignments graded on IB Rubric
* Form Teacher Assessment Pilot Group
 |
| 2019-2020\*\*Authorization\*\* | Implementing IB Grading* Summative tasks scored on rubrics (by third quarter)
* Feedback given on formative tasks
* IB scores converted to 100-point grading scale for gradebook
* 100-point grading scale used to determine final grades
 |
| 2020-2021 | Implementing IB Grading* Summative tasks scored on rubrics
* Feedback given on formative tasks
* IB scores converted to 100-point grading scale for gradebook
* BCPS interim and IB progress report issued
* Both BCPS and IB Report Card issued
* 100-point grading scale used to determine final grades
 |
| 2021-2022 \*\*Evaluation\*\* | Implementing IB Grading* Majority of grade determined by IB Objectives
* Scores converted to 100-point scale for BCPS grade reporting
* BCPS interim and IB progress report issued
* Both BCPS and IB Report Card issued
 |

 \*\*note: DP and CP standards and practices cannot be implemented until the school is authorized. MYP, can begin to implement these practices as outlined above.

New Town teachers will use the following conversion chart to convert MYP scores into BCPS grades.

The MYP Conversion Chart

The MYP scores assessments using an 8-point rubric. Each objective (criterion) needs its own score. Use the following conversion charts to enter MYP scores into your gradebook.

**ONE Criterion/Objective**

|  |  |
| --- | --- |
| **IB Criterion Grade** | **Score out of 100%** |
| 8 | 100 |
| 7 | 95 |
| 6 | 87 |
| 5 | 83 |
| 4 | 77 |
| 3 | 72 |
| 2 | 66 |
| 1 | 60 |
| 0 | 50 |

**TWO Criteria/Objectives**

|  |  |
| --- | --- |
| **IB Criterion Grade** | **Score out of 100%** |
| 16 | 100 |
| 15 | 97 |
| 14 | 95 |
| 13 | 90 |
| 12 | 87 |
| 11 | 85 |
| 10 | 83 |
| 9 | 80 |
| 8 | 77 |
| 7 | 75 |
| 6 | 72 |
| 5 | 70 |
| 4 | 66 |
| 3 | 63 |
| 2 | 60 |
| 1 | 55 |
| 0 | 50 |

**THREE Criteria/Objectives**

|  |  |
| --- | --- |
| **IB Criterion Grade** | **Score out of 100%** |
| 24 | 100 |
| 23 | 98 |
| 22 | 97 |
| 21 | 95 |
| 20 | 90 |
| 19 | 89 |
| 18 | 87 |
| 17 | 86 |
| 16 | 84 |
| 15 | 83 |
| 14 | 80 |
| 13 | 79 |
| 12 | 77 |
| 11 | 75 |
| 10 | 74 |
| 9 | 72 |
| 8 | 70 |
| 7 | 68 |
| 6 | 66 |
| 5 | 64 |
| 4 | 62 |
| 3 | 60 |
| 2 | 57 |
| 1 | 55 |
| 0 | 50 |

**FOUR Criteria/Objectives**

|  |  |
| --- | --- |
| **IB Criterion Grade** | **Score out of 100%** |
| 32 | 100 |
| 31 | 98 |
| 30 | 97 |
| 29 | 96 |
| 28 | 95 |
| 27 | 93 |
| 26 | 91 |
| 25 | 89 |
| 24 | 87 |
| 23 | 86 |
| 22 | 85 |
| 21 | 84 |
| 20 | 83 |
| 19 | 82 |
| 18 | 81 |
| 17 | 79 |
| 16 | 77 |
| 15 | 76 |
| 14 | 75 |
| 13 | 74 |
| 12 | 72 |
| 11 | 71 |
| 10 | 70 |
| 9 | 68 |
| 8 | 66 |
| 7 | 65 |
| 6 | 64 |
| 5 | 62 |
| 4 | 60 |
| 3 | 58 |
| 2 | 55 |
| 1 | 52 |
| 0 | 50 |

A letter such as the one below will be sent to parents to assist them in understanding MYP Assessments.

Dear Parents of Secondary Students,

Many people find MYP assessment reporting to be quite different from other grading systems.

An MYP school reports final achievement levels for each subject group’s specific assessment criteria.

The purpose of this system is to describe what students *can do.* Schools may also total criterion-related

achievement levels to determine a final IB grade from 1-7, based on the programme’s general grade

boundary guidelines and general grade descriptors.



The descriptors give very specific information about student ability. Unlike a percentage or a norm-referenced

grading, grades based on these descriptions are designed to provide clear guidance about how students can

improve their performance.

New Town teachers will use the following conversion chart to convert IB DP scores into BCPS grades.

|  |  |
| --- | --- |
| DP Grade | Percentages used for BCPS |
| 7 | 100 |
| 6 | 95 |
| 5 | 87 |
| 4 | 80 |
| 3 | 70 |
| 2 | 55 |
| 1 | 50 |

# Using Schoology to Record Grades

All formative and summative grades are recorded in Schoology. Formative assignments may use criteria grades or comments. IB grades should be entered in the comment area.

**Parent Access to Schoology**

It is essential that all parents have access to Schoology and receive all email updates. All parents will be provided access to Schoology and assistance in setting up their accounts.

**Academic Honesty Policy**

Academic achievement is ordinarily evaluated on the basis of work that a student produces independently. Students who submit academic work that uses others' ideas, words, research, or images without proper credit and documentation or citation are in violation of the Academic Honesty Policy. Any such violation may prevent the student from receiving an IB Diploma or IB Certificate. Academic honesty is an important dimension in the authentic construction of meaning and learning in all IB programs. Academic honesty is an essential aspect of teaching and learning in IB programs where action is based on inquiry and reflection.

# Revision Policy

Some summatives may be revised if the below conditions have been met. *In all cases, the original assignment instructions that teachers specified when assigning the task must be followed.* These may be substantially different depending on the subject and time of year. A revised summative must be submitted by the deadline specified by the teacher.

Some summatives (such as performances, presentations, oral exams, or essays) may not be eligible for resubmission. This is indicated in the original assignment instructions.

The student must make a fair, original attempt on the initial summative in order to qualify for resubmission.

**Resources**

In the creation of this document, the authors wish to acknowledge the following sources:

BCPS Grading Policy

Baltimore City College