



Douglas County High School

IB Feeder Assessment Policy

Guiding Principles & Philosophy

The guiding principles of our assessment policy are flexibility and accountability. Our philosophy, rooted in the characteristics of the Learner Profile, values the dynamic, the personal and the authentic in education. Teachers, in the context of their classrooms, create meaning and provide opportunities for the creation of meaning. Assessments enable teachers to describe the student learning and on-going interactions that emerge within the context of their classroom. In International Baccalaureate classes, this form will have a correspondence to the expectations put forward by the International Baccalaureate and will be infused by the specific needs and inspirations of International Baccalaureate instructors. Students, teachers and parents benefit by consistently encouraging academic growth. Assessments play a vital role in education when they clearly articulate existing knowledge and skills. Such articulation enables students, teachers and parents to apply current understanding to further education.

Furthermore, we strive to make assessments learning experiences in themselves. The experiences that students undergo in the IB are fundamentally linked to the creation of experiences within each discipline. These experiences promote the realization that students are at once participating in and contributing to the subjects that they study.

Purpose of Assessment

- To help parents, students, and teachers better understand the strengths and weaknesses of the learner;
- To use data to inform, enhance and improve the teaching and learning process;
- Support and encourage student learning by providing feedback on the learning process;
- To allow students to demonstrate what they know, not what they don't know;
- To track and communicate the progress and growth of learners;
- To promote a deep understanding of subject content (Colorado State Standards) by supporting students in their inquiries set in real-world contexts;
- To provide measurements by which students may hold themselves accountable and create goals for their learning;
- To facilitate student thinking and provide opportunities for students to apply their understanding to new experiences; and,
- To increase student confidence through practice.

Types of Assessment

	Formative <i>(Checks for Understanding)</i>	Summative <i>(Final Measure)</i>
Reason	to improve instruction and provide student feedback	to measure student competency
When Used	on-going throughout a unit of work	end of unit; end of course
Student Use	reflective self-monitoring of what they know, can do, and understand	determine progress toward criteria, standards, or learning targets
Teacher Use	ensure alignment of significant concepts, allow for differentiation, lead to precise teaching and driving instructional choices	determining grades, student placement in future courses, promotion, and/or teacher effectiveness
Examples of suggested assessments	journaling, questioning, anecdotal notes, quizzes, discussions/Socratic seminars, observations, non-verbal clues, value line-ups, retelling, hand signals (i.e. fist of five), whip arounds, entrance and exit tickets, reading responses, interactive writing, pair-share, summarizing, thinking or concept maps, performances, reciprocal teaching	Standardized tests such as SAT, ACT, CMAS, and MAPS, teacher- created and/or unit tests, written or oral reports, exhibitions, portfolios, final exams, culminating projects

- **Students can:**
 - Demonstrate and share their learning
 - Personalize their learning
 - Discover their strengths and identify challenges
 - Set individual learning goals to build on strengths and improve weaknesses
 - Make connections across contents
 - Use new information to develop and guide their inquiry process
- **Teachers can:**
 - Monitor student progress
 - Utilize instructional practices to develop and support student growth
 - Provide consistent and meaningful feedback
 - Clarify expectations and outcomes for future inquiry
 - Collect data that can be used to inform students, teachers, grade levels, school, and community
 - Reflect and revise units to meet student needs
 - Use data to inform decisions about the student and teacher-led inquiry process
 - Be actively involved in the creation and adapting of assessments
- **Parents can:**
 - Understand their student's current strengths and challenges

- Provide support outside of school
- Celebrate learning
- Monitor student progress and growth
- *The school can:*
 - Provide flexibility for subject areas to make assessment decisions
 - Promote and value creativity in the development of assessments
 - Provide meaningful professional development opportunities to support collaboration and development of assessments and rubrics
 - Monitor student growth within and between courses
 - Encourage teachers to provide multiple authentic assessments (Assessments that produce a product resulting from personal interaction and discovery. Authentic assessments encourage personal responses that reflect understanding and allow for the formation of conclusions).
 - Student validation
 - Student goal-setting
 - Promote curiosity
 - Promote continued exploration of the subject
 - Encourage students to make connections between and among disciplines

Assessment Review

Collaborative efforts between the building leadership team, subject leaders, and administrators will be expected on an annual basis to review the assessment policy and make necessary revisions.

DOUGLAS COUNTY HIGH SCHOOL SPECIFIC PRACTICES

Grading Principles

The primary goal of grading and reporting is to use the IB criteria to communicate what students know, can do, and understand at different stages in the learning process. IB criteria are aligned to the Colorado Academic Standards and Priority Learning Outcomes (PLOs).

Mandatory Requirements

- Priority will be given to the most recent evidence of student learning.
- All criteria will be assessed a *minimum* of twice in every course.
- Teachers will make available the alignment of the IB criteria to the state PLOs for the community.
- Teachers will use prescribed interim criteria, according to the requirements of each subject group, in the form of student friendly, task-specific rubrics for years 4 & 5.
- Teachers will use the prescribed assessment criteria, according to the requirements of each subject group, in year 5.
- Both formative and summative assessments will be utilized as appropriate.
- Teachers in each subject area will develop common assessments for the purpose of establishing inter-rater reliability and promoting data-informed instruction.
- Teachers in each subject area will meet to review evaluations of common assessments in order to standardize their assessment of student work to ensure reliable results promoting data-informed instruction.
- Teachers will provide students with opportunities for self-assessment and peer evaluation.
- Teachers will include opportunities for students to make international and interdisciplinary

connections.

- Teachers will ensure students are given opportunities to perform at the highest level of the criteria.
- Teachers will adhere to district guidelines.

Recording Practices

Douglas County High School International Baccalaureate uses data to initiate conversations between and among students and teachers. International Baccalaureate teachers and the International Baccalaureate coordinator discuss assessment in both professional development and informal settings. We know, as we provide authentic education, that such conversations are ongoing. Academic success requires both attention to expected details and a willingness to push one's thinking. The conversations that teachers have with students and parents about grades extend beyond the particulars of the grade into the realms of responsibility. Students may then identify what steps they must take within the context of any individual class.

- Teachers, within Infinite Campus (our electronic grade book), will record student learning using the prescribed interim assessment criteria, according to the IB requirements of each subject group.
- Teachers will determine the final course grade using the published IB grade boundaries (see appendix C) and generic grade descriptors (see appendix A).
- The Generic grade descriptors will be converted to a letter grade using a DCSD High School curve designed for this purpose when recorded on district student transcripts.
- A grade of "F" will be used when a student has not completed enough assessments.

Reporting Practices

As mandated by the district, grades (A-F) will be provided to students and parents 6 times each year. Semester grades will provide a summative picture of student performance over an 18-week period. All grading information is available electronically to students and parents throughout the school year on Infinite Campus, the district's electronic gradebook system.

The general grade descriptor to letter grade conversion will be explained electronically and posted for parent and community understanding. Parent/Teacher conferences will be held twice a year. Teachers and students will educate parents about IB MYP assessment.

Instructional Support Services: Grading/reporting for Students who receive Instructional Learning Support Services (students with disabilities and/or second language learners). Students who have IEP goals and objectives must receive grades based on progress toward the specific goals and objectives delineated in the IEP. If a student's performance on related standards is impacted by the disability addressed in IEP goals, consideration must be given when determining the content grade. For example, a student with a writing disability may need special consideration when being graded on their ability to use scientific method.

MESA MIDDLE SCHOOL SPECIFIC PRACTICES

Grading Principles

The primary goal of grading and reporting is to use the IB MYP criteria to communicate what students know, can do, and understand at different stages in the learning process. IB MYP criteria are aligned to the Colorado Academic Standards and Grade Level Expectations (GLEs).

Mandatory Requirements

- Priority will be given to the most recent and comprehensive evidence of student learning for a criteria.
- All criteria will be assessed a *minimum* of twice in every course.
- Departments will make available the alignment of the IB MYP criteria with the district's Priority Learning Outcomes for the community.
- Teachers will use prescribed criteria, according to the requirements of each subject group, in the form of student friendly, task-specific rubrics for years 2-4.
- Teachers will use the prescribed assessment criteria as defined in year 3 according to the requirements of each subject group,
- Both formative and summative assessments will be utilized.
- All content areas have common assessments for the purpose of establishing inter-rater reliability and promoting data-informed instruction.
- Teachers will provide students with opportunities for self-assessment and peer evaluation.
- Teachers will include opportunities for students to make global and interdisciplinary connections.
- Teachers will ensure students are given opportunities to perform at the highest level of the criteria.
- Teachers will adhere to district middle school grading guidelines.

Recording Practices

- Teachers, within Infinite Campus (our electronic grade book), will record student learning using the prescribed assessment criteria, according to the IB MYP requirements of each subject group.
- Teachers will determine the final course grade using the published IB MYP grading criteria (see appendix D below) and generic grade descriptors (see appendix A above).
- The Generic grade descriptors will be converted to a letter grade using a DCSD Middle School curve designed for this purpose when recorded on district student transcripts.
- Non-achievement factors (work habits) will be reported independently of and in addition to the IB MYP Criteria.
- Teachers will post a minimum of 8 work habit grades quarterly.
- A grade of "I" (incomplete) will be used when a student has not completed enough assessments.

Reporting Practices

- The general grade descriptor to letter grade conversion will be explained and posted for parent and community understanding.
- In progress grades are available at all times to parents and students through the use of parent/student portal.
- At the end of *each quarter* parents/students will be notified that they should access the parent/student portal for up- to-date, in-progress, course grades based on the date established by the district. These grades reflect the scales for the course MYP Criteria.
- At the end of each *semester* grades will be "posted" to transcripts for all courses. These grades reflect the "converted" letter grade.
- Student Led Conference will be held 2x/year - students will complete a reflective script that documents their performance in both criteria and work habits for all courses. Students will help to

educate parents about IB MYP assessment during student led conferences.

- **Instructional Learning Support Services: Grading/Reporting for Students who receive Instructional Learning Support Services** (students with disabilities, second language learners, or identified as gifted and talented). Students who have IEP goals and objectives must receive grades based on progress toward the specific goals and objectives delineated in the IEP, and the IB MYP Content Criteria. If a student's performance on related standards/criteria is impacted by the disability addressed in IEP goals, consideration must be given when determining the content grade. For example, a student with a writing disability may need special consideration when being graded on their ability to use scientific method. Students enrolled in Discovery courses for Math and Language Arts will be graded on the standards for that course.

Mesa Middle School students receive two grades in each subject area—content knowledge and work habits. The following information is currently in the Mesa Middle School teacher handbook under “Grading Guidelines”.

- **Content knowledge grades** (how students demonstrate what they have learned)
 - Contains interim and summative assessments
 - No zeroes—lowest grade is a 1 or an “I” for “incomplete”
 - Assignments can be weighted
 - Can use M for missing but needs to be changed to a 1 or an “I” for “incomplete” at the end of the semester
 - Minimum of 2 assessments per criterion per semester
- **Work habits grades** (behaviorally based)
 - Contains formative assessments, homework, daily work, classroom behaviors, ROAR
 - At least one grade every two weeks
 - M is ok to leave as missing at the end of the semester.
 - When teachers assess/give feedback on work habits, they will use a school-wide rubric.
 - If a student never turns in an assignment, teachers should use an “M.”
 - When putting WH grades into the gradebook, please use the following headings: BEHAVIOR, PARTICIPATION, WORK ETHIC/EFFORT, PREPAREDNESS

Appendix A

Generic Grade Descriptors for the MYP

Performance Indicator	Descriptor
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

Appendix B

Assessment Criteria of the MYP

Subject	Criteria	Max	Total
Arts	A. Knowing and understanding B. Developing skills C. Thinking creatively D. Responding	8 8 8 8	32
Individuals and Society	A. Knowing and understanding B. Investigating C. Communicating D. Thinking critically	8 8 8 8	32
Language and Literature	A. Analyzing B. Investigating C. Communicating D. Thinking critically	8 8 8 8	32
Language Acquisition	A. Comprehending spoken and visual text B. Comprehending written and visual text C. Communicating in response to spoken, written, and visual text D. Using language in spoken and written form	8 8 8 8	32
Mathematics	A. Knowing and understanding B. Investigating patterns C. Communicating D. Applying mathematics in real life context	8 8 8 8	32
Physical Education	A. Knowing and understanding B. Planning for performance C. Applying and performing D. Reflecting and improving performance	8 8 8 8	32
Sciences	A. Knowing and understanding B. Inquiring and designing C. Processing and evaluating D. Reflecting on the impacts of science	8 8 8 8	32
Technology	A. Inquiring and analysing B. Developing ideas C. Creating the solution D. Evaluating	8 8 8 8	32

Appendix C

Grade Boundaries and Performance Descriptors

Performance Indicator	Boundaries	Performance Descriptor
1	0-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise

		in a variety of complex classroom and real-world situations.
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