



Monterey High School IB Assessment Policy

International Baccalaureate Middle Years Program

Purpose

- At Monterey High School (MHS), assessment is a process that informs us about what the student knows, understands, and can do. The purpose of our assessment and grading is to support student growth and provide feedback, support, and encouragement for the student throughout the learning process. Assessment is an integral component of all phases of teaching and learning.
- Assessment at MHS also informs lesson planning, differentiation, and other instructional practices.
- This Assessment Policy covers the continuum of assessment across the MHS MYP years 4 and 5 (grades 9 and 10).

Common MHS Assessment Principles

Monterey High School Teachers:

- Promote positive student attitudes towards learning.
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts.
- Promote the development of critical- and creative-thinking skills.
- Reflect the international-mindedness of the program by allowing assessments to be set in a variety of cultural and linguistic contexts.
- Design interconnected curriculum and units to develop the education of the whole student.
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments.
- Attend to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods; this methodology is considered “best fit” (see page 5 for “Best Fit”).
- Assess student understanding at the end of a course, based on the whole course and not individual components of it.
 - The practices outlined above are adapted from the International Baccalaureate Middle Years Program: *From Principles into Practice* (IBO, 2014) p. 78
- Understand that it is critical that assessment methods be varied in order to respond to different student learning styles.
- Recognize that students develop skills over time and that assessment is ongoing and considers cognitive development and the learning process, as well as its products.
- Understand that assessment should be used to provide accurate, timely, and specific feedback to teachers, students, and parents/guardians.



- Understand that assessment involves both formative and summative evaluation strategies and tasks, including writing, oral presentation, group presentation, project-based learning and presentation, exit questions, etc.
 - The purpose of formative assessment is to provide ongoing feedback in order to build student confidence and competence toward learning goals.
 - The purpose of summative assessment is to evaluate achievement following a period of learning.
 - The purpose of all assessment is to inform planning and instructional decisions and strategies and to indicate and inform student mastery
- Expect students to complete tasks during formative learning in order to gain higher order cognition, skills, knowledge, and reasoning but should not be penalized for mistakes during exploration and learning.
- Provide feedback to students about their progress in order for the teacher, student, and parents/guardians to monitor and assess growth and achievement.
- Use data gathered from assessment to drive curriculum discussions, review, and development, as well as planning and instruction.

Assessment Practices

Teachers at MHS consider California State Standards, including Common Core State Standards, as they are being adopted by the state of California, as well as the International Baccalaureate aims and objectives when designing curriculum and assessment that meets the educational needs of the whole student.

Types of Assessments

Pre-Assessment/diagnostic

- Diagnostic assessment is used at the beginning of study to assess the student's prior knowledge and to guide the instructional path.

Formative assessment - assessment FOR learning

- These are frequent assessments that inform the teacher and student of ongoing progress and development within the learning process. They inform the next step in the student's learning path.
- Formative assessment is the process of gathering, analyzing, interpreting, and using evidence to improve student learning and to help students achieve their potential.
- Formative assessment is one essential component of classroom practice and needs to be integrated into the curriculum.
- Feedback on formative assessment is used to build student confidence and competence toward the learning targets.
- Formative assessment is used to provide timely and specific feedback to the teacher, student, and parents/guardians about student progress.



- Multiple learning activities and tasks help scaffold students' skill development.
- Homework is designed to target desired learning outcomes; teachers choose targeted activities to assist students in understanding concepts and developing skills.
 - Students should complete homework consistently to the best of their own personal abilities as a means of reinforcing learning and determining areas of need for growth, review, and/or reteaching.
 - Homework may be differentiated and is an opportunity for the student to gain confidence, build knowledge, and develop independence.

Summative Assessment--assessment OF learning

- Summative assessments evaluate the student's overall understanding and application of specific objectives, material, concepts, and skills relative to pre-established criteria.
- Summative assessments give teachers, students, and parents/guardians clear insight into student understanding. A summative assessment culminates the teaching and learning process and gives students opportunities to demonstrate growth and apply what they know and understand.
- Summative assessments may take many forms, including tests, projects, essays, research papers, lab experiments, presentations, and performance tasks.
- Group and partner assessments may be used when the teacher can simultaneously assess each student individually.
- Students will know in advance what is required to be successful.
- Students are expected to complete the tasks required within established timelines.

Other Assessments

- Standardized state testing
- Language acquisition testing
- Reading and literacy assessment
- Placement assessments where applicable.

Assessment strategies

- Assessment strategies used by MHS teachers include self assessment and reflection, peer assessment, projects, tests and quizzes, observations, performances and dialogues, presentations, process journals, and learning logs. Feedback primarily provided via IB/MYP rubrics.
- The Middle Years Program focuses on four skill areas per discipline. Each skill set is assessed twice throughout one year of the program. The four rubric categories can be seen in figure 1 below.

Grading and Reporting

- Assessment tools



- Some of the assessment tools used by teachers at Monterey High School include rubrics, continuums, anecdotal records, and checklist.
- Grades are used as a tool to communicate to students, parents/guardians, and teachers both how a student has engaged in and managed the learning process (e.g. effort, participation, attitude, work completion) and what a student knows and can demonstrate based on clearly stated standards, objectives, and criteria (i.e. the learning products).
- Final Grades
 - The learning process and learning products are assessed and reported separately so that students, parents/guardians, and teachers can clearly distinguish the student's mastery of each.
 - When determining final grades, whether for the learning process or learning products, the teacher should consider the most consistent level of achievement, with emphasis on more recent performance when applicable.
 - Each subject's criteria are based on achievement levels of 1-8, and the teacher uses the combined score of the four criteria to determine an overall number out of 32 for each subject. This total is then translated into a single overall performance level between 1 and 7, where 7 represents the highest level and 1 the lowest level.
 - MYP internal (school-based) assessment uses an **internal standardization** approach in which teachers work together to establish common standards against which they evaluate each student's progress and achievement holistically.
 - **Best Fit:** according to the MYP: *From Principles into Practice*, "At the end of a period of learning, teachers must make [professional] judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught. A carefully constructed assessment task on an individual unit may provide evidence of achievement in all strands of a criterion or criteria" (83).

Assessed Skills Across the Disciplines in Years 4-5 of the MYP (figure 1)

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Knowing & Understanding	Developing Skills	Thinking Creatively	Responding
Design	Inquiring & Analyzing	Developing Ideas	Creating the Solution	Evaluating
Individuals & Societies	Knowing & Understanding	Investigating	Communicating	Thinking Critically
Language Acquisition	Comprehending spoken & visual	Comprehending written & visual	Communicating in response to	Using language in spoken & written



	text	text	spoken, written, & visual text	form
Language & Literature	Analyzing	Organizing	Producing Text	Using Language
Maths	Knowing & understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical Education	Knowing & Understanding	Planning for performance	Applying & performing	Reflecting & improving performance
Sciences	Knowing & understanding	Inquiring & designing	Processing & evaluating	Reflecting on the impacts of science
Personal Project	Investigating	Planning	Taking Action	Reflecting
Interdisciplinary Units	Disciplinary Grounding	Synthesizing	Communicating	Reflecting

© This chart is from the International Baccalaureate Middle Years Program: *From Principles into Practice* (IBO, 2014) p. 80; all assessed criteria correlates to an MYP year 5 rubric in each discipline.

MHS Conversion Table

IB Score	Percentage
0	50%-
1-2	50-68%
3-4	68-78%
5-6	78-88%
7-8	88-100%

Reporting

- Online Reporting
 - Students and their parents/guardians will be provided with access to an online system (Illuminate and ManageBac) for tracking academic progress and feedback. ManageBac will be used to house IB units and assessments; Illuminate will report a conversion of that achievement level to a percentage and letter grade.



- Report Cards
 - Students and their parents/guardians receive a report card at the end of each term with a supplementary report outlining the student’s proficiency levels in each subject.
- Parent-teacher conferences are scheduled twice per year plus additional meetings if necessary for further in-person reporting.
- Teachers are required to report progress at minimum twice per year on each of the four assessment criteria in each discipline for years 4-5 of the MYP as demonstrated by graded rubrics, portal posts, and specific feedback for targeted improvement. Teachers will assess the strands in each criterion on an individual, as-needed basis.
- Over the course of the year, teachers assess each of the four criterion rubrics twice on a scale of 1-8 (see figure 1), then determine of the two scores for each rubric which is most indicative of the students’ skill sets. Teachers will add up the four “best fit” scores to determine a final reporting score (see figure 2, “Boundary Guidelines”). The final skill indicator is out of 7 (and not 8).

MYP general grade descriptors: (figure 2)

MYP Final Grade	Boundary Guidelines	MHS Letter Grade	Descriptor
1	1-5	F	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	D	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	C	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	B-/C+	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	B	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	A-/B+	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	A	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.

© This chart is from the International Baccalaureate Middle Years Program: *From Principles into Practice* (IBO, 2014) p. 93.

Implementation

- The MYP Site Council, the Instructional Leadership Team, and Administration develop essential agreements that guide the Middle Years Programme practice and implementation of assessments in alignment with this policy.
- [Common Core State Standards](#), [California English Language Development Standards](#), [Next Generation Science Standards](#), [World Language Standards](#), and California [Physical Education Content Standards](#) are embedded into the MYP unit planners pertaining to the respective discipline and assessed utilizing the [International Baccalaureate aims and objectives](#).

Note: Community informational nights will be hosted periodically over the year to familiarize parents, students, and the community about the IB assessment and reporting practices utilized at Monterey High School.

Adoption & Renewal



The Assessment Policy was written by the Instructional Leadership Team with the support of volunteers on the academic staff, the IB Advisory, the Student Academic Council, and in collaboration with other IB schools.

This policy will be reviewed annually.