

# Pueblo East High IB Assessment Policy

## Purpose of Assessment

According to the Guidelines for developing a school assessment policy in the Diploma Program, “. . . the single most important aim of Diploma Program assessment (consistent with the Primary Years Programme and Middle Years Programme) is to support curricular goals and encourage appropriate student learning” p.3. In order to do this task well, effective teaching that aligns to course aims and objectives will ensure effective backwards planning to meet formal and summative assessment objectives. Pueblo East High School believes that assessment should do the following:

For Students:

- Utilize standards (Common Core), objectives (Diploma Program) and criteria (Middle Years Program) to develop knowledge and comprehension skills as required for further higher order thinking
- Allow transfer and application of knowledge, skills, and concepts across subject areas
- Allow demonstration of understanding in familiar and unfamiliar applications
- Respect ongoing development of ideas, understanding, transfer and application to wider contexts through the constructivist approach

For Instructors:

- Determine performance against set standards, not by each student's position in the overall rank order
- Give opportunities to assess proficiencies in higher level thinking skills such as analysis, synthesis, evaluation, and critical and creative thinking in real-life situations
- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Support the holistic nature of the program by including in its model principles that take account of the development of the whole student. This constructivist approach, an interplay between asking (inquiry), doing (action) and thinking (reflection), leads towards open classrooms where different views and perspectives are valued.
- Encourages an international outlook and intercultural skills where appropriate

## Structure of Assessment

The Middle Years Program is an internally assessed program; however, moderation for subject groups will take place on a rotating schedule. This schedule will be established with our partnering school. The Diploma Program courses utilize internal and external assessments.

Within the structure of assessment development, the following questions will be considered:

***What do we want students to know, understand, and be able to do?***

This question refers to the long-term transfer goals, the factual knowledge, skills and process, understandings, and approaches to teaching and learning.

***Why are we assessing? How will the assessment information be used?***

This question refers to the purpose(s) for assessment. Some of the purposes could include the following:

***For whom are the assessment results intended? What information do they need?***

This question refers to the audience for the assessment. For example, is the assessment for the teacher/instructor, students, parents, department team, school administration, curriculum supervisors, or college admission officers?

**Clear Targets:** Well defined learning targets will guide assessments, so teachers are able to think clearly about what combination of instruction and experiences will prepare students both to know what they need to know and to demonstrate their learning, which is referred to *intentional* teaching – all instruction and classroom activities are aimed at specified learning targets. One way that Pueblo East High School teachers address setting clear targets is through the daily application of the “Every Classroom, Every Day” where they are identifying essential questions, contextual connections, learning objectives, learning targets and learning goals.

**Teacher collaboration is essential where more than one teacher is involved in teach the same course.**

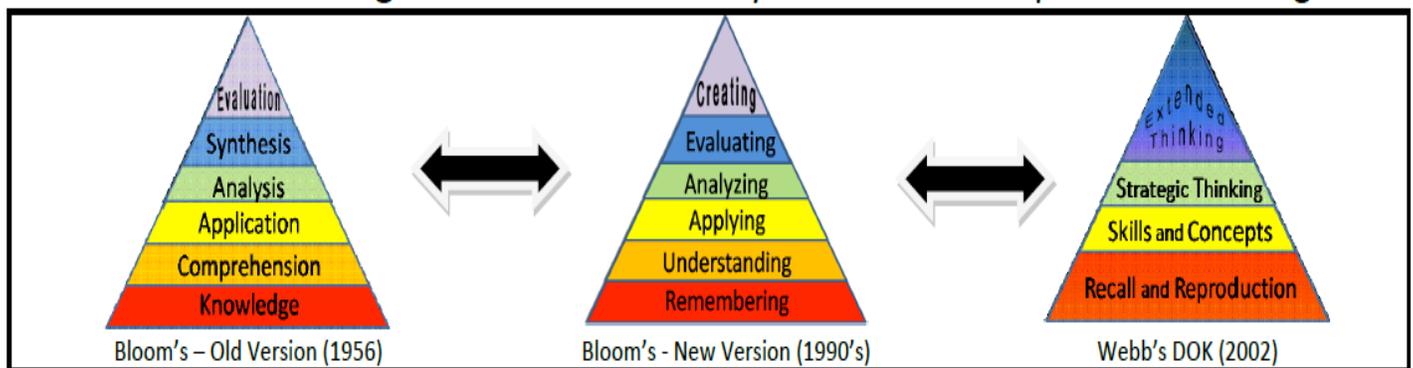
Consequently, teachers will use standard agreed curriculum targets to create a common ground since units and assessments must be developed collaboratively. Clear learning targets require teachers to know what kinds of targets are represented in the curriculum, know which targets each assessment measures, and communicate the learning targets in advance in a language that students can understand. At Pueblo East High School, teachers are provided a common plan time throughout the week as well as designated Professional Learning Communities time where they are able to collaborate on unit planners, common assessments, scoring criteria, task specific rubrics, and reflection.

**Types of learning targets:** (Chappuis, S., R. Stiggins, J. Arter, & J. Chappuis, p. 61)

- **Conceptual:** Conceptual knowledge targets the “why” in the learning. It is the highest level of understanding. Students who have conceptual knowledge of concepts do not usually forget the learning.
- **Knowledge:** Knowledge targets represent factual understanding in each discipline. Knowledge based tasks use words such as knows, lists, names, identifies, and recalls. Not all knowledge targets must be internalized, so consequently, teachers will determine which knowledge learning targets students will be required to know outright and which they will be required to know via reference.
- **Reasoning:** Reasoning targets represent mental processes such as predicts, infers, classifies, hypothesizes, compares, concludes, summarizes, analyzes, evaluates, and generalizes. We strive for our students’ developing skillful use, or application, of that knowledge—thinking proficiencies, using knowledge to solve a problem, make a decision, etc. Inductive, deductive, analytical, and comparative reasoning will all be used.
- **Skills:** Skill targets focus on behavioral demonstrations, where the doing is what is important. Students will use knowledge and reasoning to perform skillfully. Skill based tasks use words such as observe, focus, listen, do, assemble, operate, read, speak, model, dramatize, and explore (Transdisciplinary Skills).
- **Products or Performance Based:** Product targets occur where the characteristic of the final product are important; using knowledge, reasoning, and skills to produce a final product. Product base tasks use words such as design, produce, create, develop, make, write, draw, represent, display, model, and construct.

Additionally, teachers will utilize depth of knowledge structures as well as command terms when building and analyzing assessment tasks.

## Levels of Thinking in Bloom’s Taxonomy and Webb’s Depth of Knowledge



*A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* Anderson, L.W., Krathwohl, D.R., et al. (2001).

## Types of Assessments

**Internal Assessments:** Internal assessments are guided by IB, assessed by teachers, and externally moderated by IB examiners.

**External Assessments:** External assessments are graded only by IB examiners.

### East High IB World School Required Assessments

Assessment	Grade(s)	When	What is Assessed
PSAT – (Non-compulsory)	9, 10, 11	November	Reading, Lang Arts, Science, & Math
District Benchmarking Assessments / ACT Prep Assessments (Galileo System)	9-11	September, January, May	Language & Literature, Individuals and Societies, Math & Science
WIDA World-Class Instructional Design and Assessment	New students with a home language other than English	within 30 days	W-APT™ which stands for the WIDA-ACCESS Placement Test is the screener to assist in the identification of students that qualify for English Language Acquisition (ELA) programming
WIDA ACCESS & Alt ACCESS for ELL Students	ELL Students	January – February	Listening, Reading, Writing, and Speaking Skills are assessed The Alt ACCESS is Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment
Colorado Measures of Academic Success (CMAS) Science & Social Studies and CoAlt: Science & Social Studies	12	November	Science & Social Studies
Partnership for Assessment of Readiness for College and Career (PARCC) Performance Based Assessment	9, 10, 11	March	English Language Arts & Math
Partnership for Assessment of Readiness for College and Career (PARCC) End of Year Assessment	9, 10, 11	April - May	English Language Arts & Math
MYP Criterion Common Summative Assessments	9-10	Continuous	Specific Criterion Based on Content Area
Personal Project	10	April	
Colorado ACT	11	April	Reading, Lang Arts, Science, & Math

DP Internal Assessments	11-12	April	SL and HL Diploma Programme
DP External Assessments	11-12	May	SL and HL Diploma Programme
<b>A District Requirement is that all students enrolled in a DP Course must take the external exam in order to receive honors credit for the course.</b>			
District End of Unit Assessments	9-12	Throughout the school year	Reading, Writing, Math, Science, and Social Studies

## How Do We Assess

- **Formative Assessments** are the assessments that we conduct throughout teaching and learning to diagnose student needs, plan our next steps in instruction, provide students with feedback that they can use to improve the quality of their work, and help students see and feel in control of their journey to success. Formative assessments give students a chance to practice the learning that will be measured by a summative performance task.
- **Summative Assessments** are used to make statements of student learning status at a point in time to those outside the classroom, as when making course referrals or making decisions about programs. Report card grades, unit final exams, and important projects also serve as Assessments *of* learning. Additionally, state assessments, local standardized tests, personal projects, IB exams, and college admissions tests represent external examinations that are summative assessments and provide information on the student’s achievement level against specific objectives.

**Assessment Strategies:** Teachers are responsible for structuring varied and valid assessment tasks (including tests, examinations, and homework) that will allow students to demonstrate achievement according to the objectives for each subject group. According to The MYP from Principals to Practice Guide, “The MYP values the use of a variety of assessment strategies during the program from the more subjective and intuitive to the more objective and scientific” (p. 47). The following list provides a brief description of various strategies that exist. The list is not exhaustive and the strategies are not mutually exclusive; indeed, they should be used in conjunction with one another to provide a more balanced view of the student.

<ul style="list-style-type: none"> <li>○ Problem-solving activities</li> <li>○ Investigations</li> <li>○ Organized debates</li> <li>○ Hands-on experimentation</li> <li>○ Analysis and evaluation</li> <li>○ Observation</li> </ul>	<ul style="list-style-type: none"> <li>○ Selected response</li> <li>○ Open-ended tasks</li> <li>○ Performance</li> <li>○ Reflection</li> <li>○ Process journals</li> </ul>
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## Framework of Assessment Approaches and Methods

<i>How might we assess learning in the classroom?</i>				
SELECTED RESPONSE ITEMS	PERFORMANCED-BASED ASSESSMENTS			
	CONSTRUCTED RESPONSES	PRODUCTS	PERFORMANCES	PROCESS- FOCUSED
<input type="checkbox"/> Multiple-choice  <input type="checkbox"/> True-false  <input type="checkbox"/> Matching	<input type="checkbox"/> Fill in the blank <ul style="list-style-type: none"> <li>• Word(s)</li> <li>• Phrases(s)</li> </ul> <input type="checkbox"/> Short answer <ul style="list-style-type: none"> <li>• Sentence(s)</li> <li>• Paragraphs(s)</li> </ul> <input type="checkbox"/> Label a diagram  <input type="checkbox"/> Tweet  <input type="checkbox"/> "Show your work"  <input type="checkbox"/> Representation(s) e.g., fill in a : <ul style="list-style-type: none"> <li>• Flow chart</li> <li>• Matrix</li> </ul>	<input type="checkbox"/> Essay  <input type="checkbox"/> Research paper  <input type="checkbox"/> Blog/journal  <input type="checkbox"/> Lab report  <input type="checkbox"/> Story/play  <input type="checkbox"/> Concept map  <input type="checkbox"/> Portfolio  <input type="checkbox"/> Illustration  <input type="checkbox"/> Science project  <input type="checkbox"/> 3-D Model  <input type="checkbox"/> iMovie  <input type="checkbox"/> Podcast	<input type="checkbox"/> Oral presentation  <input type="checkbox"/> Dance/movement  <input type="checkbox"/> Science lab demonstration  <input type="checkbox"/> Athletic skills performance  <input type="checkbox"/> Dramatic reading  <input type="checkbox"/> Enactment  <input type="checkbox"/> Debate  <input type="checkbox"/> Musical recital  <input type="checkbox"/> Prezi/Power Point  <input type="checkbox"/> Musical performance	<input type="checkbox"/> Oral questioning  <input type="checkbox"/> Observation ("Kid watching")  <input type="checkbox"/> Interview  <input type="checkbox"/> Conference  <input type="checkbox"/> Process description  <input type="checkbox"/> "think aloud"  <input type="checkbox"/> Learning log

McTighe, Jay. *Assessment to the Core: Measuring What Matters Most*. Webinar, December 5, 2013. Assessment for Learning Power Point Presentation Copyright, 2009. School Improvement Network, LumiBook.

## Recording and Reporting of Assessment Information

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the MYP assessment criteria and DP objectives for each subject group.

- Grading/Marking** – Students will receive progress grades in between each nine-week grading period. Students will also receive quarterly grades as a check four times per year. The semester grades are the marks which will appear on the transcript two times per year. Teachers will assess students with criteria using rubrics. Teachers have the responsibility to ensure grading accuracy in order to provide as accurate a picture of learning as possible. Teachers will follow three grading principals:
  - the purpose of grades is to communicate,
  - grades reflect information about what a student should know, understand, and be able to do,

- and grades reflect current level of achievement.

- **Recording and Reporting** – Teachers will record grades in the Infinite Campus System. Students and parents are able to obtain logins and may check grades at any time.

Pueblo City Schools’ Student Information System titled Infinite Campus (IC) automatically calculates points and reports a letter grade for courses. Infinite Campus is set up to provide teachers with a system of reporting calculated grades for students. Using this system, teachers report letter grades to parents and students in order to meet district requirements.

Non-Honors	Honors
A – 90% -100%	A – 92% -100%
B – 80% - 89%	B – 82% - 91%
C – 70% - 79%	C – 72% - 81%
D – 60% - 69%	D – 65% - 71%

However, within the student information system, Corwin International and East High School have developed ways specific to each school that assess student progress in each subject area’s MYP assessment criteria. In addition to the required reporting of grades, teachers have set up their IC grade books to include task groups for each subject areas’ criteria. Teachers will assess students on specific MYP criteria for their subject area throughout the school year. These proficiency scores for each criterion will be assessed based on leveled rubrics and entered into specific task groups within their grade books on IC. However, these proficiency scores will not be averaged or added together but will serve as a running record of progress. Parents and students will access these scored tasks through a portal, which gives them the ability to check progress at any time. Assessment tasks may also be graded for traditional reporting purposes.

- **Effective Communication** -- The most accurate assessment is wasted if its results are miscommunicated, or if they are communicated to students in ways that shut learning down. This includes descriptive feedback, grades, portfolios, student-involved conferences, and standardized test scores. School administrators, guidance counselors, college admissions offices, prospective employers, and others use grades to make decisions such as planning academic and career pathways, placing students in classes, selecting students for special programs, determining eligibility for a team, school or college admissions, evaluating school programs, and for instructional planning and improvement.

- **Offer Regular Descriptive Feedback.** Descriptive feedback points out to students their work's strengths and weaknesses before it is too late—before the final grade—and models the kind of thinking we want them to do themselves about their work. This feedback may include but is not limited to the following:
  - **Checklists**—lists of information, data, attributes or elements that should be present in students' work or performance
  - **Exemplars**—samples of students' work that serve as concrete standard against which other samples are judged.
  - **Rubrics**—an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale
  - **Anecdotal records**—brief written notes based on observations of students
  - **Continuums**—visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process
  - **Verbal Three-Minute Conferences** – conferencing with students is a way to offer feedback on their work. Students should do some thinking prior to meeting with the teacher.
  - **Offering Written Feedback**—written feedback will allow students to process information even at later dates in order to make improvements.
- **Parent/teacher conferences** are held 2 times a year: once in the fall and again in the spring. These conferences are in a formal setting where parents and teachers discuss the progress of students. Parents, students, and teachers are all valued partners in the reporting process and in sharing the responsibility both for learning and for accounting student progress.

## How Often Should We Assess

Teachers organize continuous assessment over the course of the program according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria,
- in the students' preparation for final assessment,
- and in the development of the curriculum according to the principles of the program.

For the Middle Years Program, teachers will assess, score, and report **each criteria strand at least twice throughout a school year**. Additionally for each course and throughout the units begin taught, MYP and DP teachers will collect samples of student work and assessments that demonstrate varying levels of proficiency to use for the calibration of scoring. For example, when specific criteria strands or objectives are assessed,

teachers will collect a minimum of five student samples: one high, three medium, and one low. In addition to calibrating or anchoring scoring, these work samples can be used for the moderation process. Specifically, for the Diploma Program, teachers collaboratively create and publish a timeline for internal and external DP exam requirements to help students plan ahead and manage their workload.

## **Analysis of Assessment Information**

Prior, during, and after the teaching of each unit, teachers will reflect individually and collaboratively as a group. This reflection will be documented in the “reflection” section of the unit planner.

## **Providing Professional Development for New Teachers**

In order to help support new staff in implementing the philosophical approaches to assessment, teacher led focused assessment workshops on specific topics will be provided. These focused assessment workshops will cover such topics as creating summative tasks that meet MYP and DP Assessment Criteria, creating task-specific rubrics using assessment criteria and objectives, and using Infinite Campus to record proficiency scores. These mini-workshops will take place after school and during Professional Learning Communities, as well as during plan times.

## **Communication and Review of Assessment Policy**

Parents, students, and staff can access our IB policies on our school’s website. As a staff, we will review our assessment agreements and policy annually prior to the start of each new school year. Policy revisions will be facilitated through the assessment policy committee.

## Works Cited

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