



# Mount Vernon High School Assessment Policy 2022-2023



## **Philosophy on Assessment:**

The fundamental purpose of assessment and student evaluation is to create opportunities for reflection and growth by providing feedback to students, parents, teachers, and administrators to develop skills and encourage lifelong learning of the student.

### **Purpose of Assessment for Students:**

- To demonstrate strengths and areas for growth
- To give meaningful and timely feedback on completed assignments
- To demonstrate when skills and objectives are mastered, partially mastered, or not yet mastered
- To promote responsibility for and ownership of learning
- To allow opportunities for reflection

### **Purpose of Assessment for Parents:**

- To communicate areas of strength and areas for improvement or growth
- To advocate collaboration between parents and teachers on student learning
- To provide transparency of the curriculum and opportunity for conversations

### **Purpose of Assessment for Teachers:**

- To monitor student skill development
- To guide instruction and assessment methods
- To generate conversation on curriculum development
- To design intervention and enrichment using the collective knowledge of peers
- To ensure equitable access to curriculum for all students

### **Purpose of Assessment for Administrators:**

- To enhance teaching methods and practices
- To guide school-wide initiatives on student learning
- To generate conversation on curriculum development
- To ensure that assessment practices are consistent throughout the entire school
- To inform multi tiered systems of support

## **Types of Student Assessment:**

Students are assessed throughout units in all content areas through a variety of assessment strategies and tools which provide students with multiple choices, acknowledge the different ways students process instructional materials, and allow for access to all learners. Formative assessments are opportunities for practice as a part of the learning process. Summative assessments are designed to allow students to demonstrate their understanding of the content at the end of the learning process. For grading purposes, formative assessments provide feedback for students from teachers. Summative assessments count toward the student's final overall grade.

**Formative Assessments:** Prior to and throughout a unit of study teachers will give a variety of formative assessments that allow students to practice skills and demonstrate understanding of content. Typically these assessments do not count towards the student's overall grade. The primary purpose of formative assessments is to let students know how they are doing in the learning process and to check for understanding.

**Summative Assessment:** These assessments are typically given at the end of the unit. These assessments not only give students feedback on how well they grasped the concepts, objectives, and skills of the unit, but also offer opportunities for students to demonstrate what they have learned throughout the entire unit of study and build connections between content and skills introduced throughout the course. Some examples of summative assessment tasks are: projects, unit tests, essays, experiments, portfolios and performances. In all courses, students will also be assessed against IB criteria in at least one summative assessment per year. See description below for IB assessments.

**Homework:** Cumulative homework grade is limited to 10% or less of the course grade. Homework should not exceed 2 hours per night across all disciplines at the high school level. FCPS high school teachers should plan for homework not to exceed 30 minutes per class block. When long-term projects require additional time, teachers should adjust daily homework assignments accordingly. Reading assignments are considered part of the homework load.

**IB MYP Assessments:** Mount Vernon High School continues working to meet the assessment requirement for the Middle Years Program. Tasks that are assessed against the IB criteria are typically summative assessment tasks and rubrics for these assessments will be given at the beginning of the unit. Teachers practice standardization procedures when determining student score by meeting as a team and comparing student work against the task-specific rubric. The criterion scores are converted to fit the FCPS grading scale and these scores are entered into the online gradebook. Each of the four objectives in each subject, must be taught and assessed at least twice each year of the programme.

**IB Diploma Programme and Career-Related Assessment:** Assessments in the IB courses are used to develop understandings, applications, and skills to prepare students for their subject's IB exam assessment components. Mount Vernon High School teachers organize continuous assessment in all IB classes based on the aims, objectives, and criteria of each group and subject. IB grading rubrics are used in all IB classes. Criterion scores are converted to fit the FCPS grading scale and these scores are entered into the online SIS gradebook. Information on how work is assessed, what assessments will be assigned and how each assessment is weighted in the gradebook are all explained at Back to School Night and in each course syllabus. All IB assessment policies are followed as students complete their Internal and External Assessments.

**Internal Assessment:** IB internal assessments allow teachers to assess student mastery of the IB course aims, objectives, and criteria. Examples include English individual oral commentary, language presentations, historical investigations, laboratory reports, and math explorations. Teachers mark the internal assessments and this grade counts as a percentage of the student's overall final IB score. Additionally, internal assessments count as major summative assessments in the gradebook. The marks for the internal assessments are submitted to the International Baccalaureate Organization (IBO), along with a representative sample of the work marked by the teachers. This sample is then sent to an IB moderator who evaluates how the teacher has applied the IB grading rubric. IBO may then adjust the marks of the assignment up or down.

Per course guides, teachers are given a very specific list of criteria to assess and guidelines on how to mark each criterion. To determine a mark, the teacher chooses the level of mastery that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. IB assessments are graded on a scale of 1 (low) to 7 (high). A student who fails to submit an internal assessment forfeits their opportunity to earn a score from IB. In order to receive an IB score in July, a student must complete all IB assessments. If a student receives an "F" for an internal assessment, the score report in July for that particular subject will be "N" for no grade.

**Standardization of Assessment of Student Work:** Teachers work in teams to standardize the use of IB criterion. Before work is graded, teachers discuss the grading rubric and agree upon the level of achievement for each mark band. Teachers start at the top of the rubric with the highest points and read all the requirements for that criteria. The best fit approach is used in which the teachers continue to move down the rubric until the student work matches the majority of criteria in the mark band.

**External Assessment:** IB external assessments are assessments that are completed by students while overseen by teachers but are sent away to be marked by external IB examiners. Final examinations are the main means of external assessment, but work such as the Extended Essay, Language A and B Written Assignments, TOK essays, Visual Arts exhibitions, and Film projects are also externally assessed. The dates for IB examinations are set by the IBO and given to students a year in advance of their exams and typically occur during the first three weeks in May. IB exams are conducted in strict accordance with IBO regulations.

## **IB Grading**

Marks in IB courses are reported using the IB 1-7 scale as shown below. The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course.

7	Excellent Performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance
1	Very Poor Performance

Final IB scores are based on the IB internal and external assessments, not on school-based assessments. Students are notified of their final IB marks in early July through access to a secure IB website. Students are given login information to obtain scores prior to May testing. If a student loses this information, they should contact the IBDP/CP coordinator.

**Inclusive Testing Arrangements:** Special education accommodations and modifications are considered within teaching and assessment practices. Please refer to the MVHS Inclusion policy for more detail.

**Accommodations for English Language Learners (ELL's):** A variety of classroom accommodations may be used to support ELL students as they develop English language proficiency. Please refer to the MVHS Language Policy for more details on accommodations as well as support of the students' mother tongue development.

## **Testing Data Analysis**

In addition to analyzing formative and summative assessments given throughout the year, IB teachers review May testing results at the beginning of each school year to inform instruction. Teachers work in teams to analyze a variety of reports generated from May testing such as subject component reports, individual student reports, and comparing predicted grades to actual IB final scores. Teachers can compare IB scores to FCPS final grades, compare teacher IA scores to moderated scores and look at the accuracy of their predicted grades. Enquiry upon Results (EUR) reports are ordered if teachers want a particular assessment component returned for further study and to obtain examiner comments. EUR's are ordered if budget permits or if a new curriculum is being assessed.

## **Academic Integrity in IB Assessments**

While teachers instruct students how to cite sources properly, teachers may use FCPS-approved applications to detect unoriginal work. Academic integrity is addressed in each course syllabus, which is delivered and signed by students and parents at the beginning of the school year. For more information, please refer to the MVHS Academic Integrity Policy.

## **Reporting of Student Grades**

Communicating a student's academic progress is an essential part of the learning experience. Parents are able to partner with students and teachers when they are informed of the academic progress of their student. Communication is an integral piece when building a partnership with parents. Students and parents are informed in the following ways:

- Grades are recorded and shared with families and students in the Student Information System (SIS)
- Teacher and/or counselor emails, phone calls, text messages and meetings
- Automated weekly progress reports delivered by email
- Quarterly report cards sent by postal mail to home address
- Use of IB and IB MYP rubrics are used to evaluate student work and returned with feedback
- IB and IB MYP scores are recorded in SIS. Scores can be used for formative and/or summative purposes

## Implementation of Assessment Policy

**Review and Implementation:** Our assessment policy is reviewed at least once per year in department meetings and informs development of common assessments by content teams. Throughout the year, the assessment policy is available to all stakeholders on our school website and on Info Central, our internal staff support Google site.

**New Teachers:** New teachers are introduced to our assessment policy during new teacher orientation. Throughout the year, new teachers receive ongoing support from a mentor teacher as they learn our assessment policy and other school policies.

### Formulation and Dissemination of the Policy

The Assessment policy is to be reviewed annually by teachers and staff at Mount Vernon High School and updated as needed.

### Reviewed and Updated

Edited by:

2023 Assessment Policy Contributors

Students

General Education Teachers

IB Teachers

IB Coordinators

Parents

Administrators

ESOL Instructor

Instructional Coaches

Reviewed by: MHVS Instructional Leadership Council, MVHS Faculty

Approved by: MVHS Administrative Team

Made public on: March 28th 2023