

Phillips Preparatory School International Baccalaureate Middle Years Programme
Assessment Policy
Adopted August 2017 (Revised 7-23-18)

Mission of Phillips Preparatory School

The Phillips Preparatory School (PPS) mission is to produce globally-minded individuals who are compassionate, self-directed, goal-oriented, and technologically-literate. This mission is accomplished by providing an innovative college- and career-focused curriculum that encourages curiosity, instills responsibility, and cultivates life-long learners.

Mission of the International Baccalaureate (IB) Middle Years Program

The International Baccalaureate Program aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right. We believe our PPS mission statement echoes these aims, and, therefore, we are seeking to become an official IB school for the middle grades.

Assessment Committee

The assessment committee comprised of the coordinator, principal, and teachers from various disciplines collaborated and devised the assessment policy after reviewing the MYP: From Principles to Practice; the International School of Paris's MYP Handbook and Mott Hall Charter School's Assessment Policy. The committee reviewed what was currently being implemented at our school and made revisions where necessary in order to ensure alignment with the IB Middle Years Program.

Philosophy

It is the goal of PPS to develop life-long learners and to assess in a way that promotes academic learning. Assessment is the ongoing process of collecting and analyzing information about the students' achievement to enhance learning and improve teaching. Through both formative and summative assessments, we are able to gain an understanding of what our students know and what our educators need to teach. We use assessments designed by teachers, as well as assessments designed by outside sources, in order to measure our progress as objectively as possible. At PPS, assessments are cohesive within content areas. Ultimately, the process of assessment provides valuable data that shows us if we have reached our goals as a learning community.

Purpose

- Support and encourage student learning by providing feedback on the learning process.
- Inform, enhance, and improve the teaching process.
- Provide opportunities for students to exhibit transfer of skills across disciplines.
- 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.
- Support the holistic nature of the program by including in its model principles that take account of the development of the whole student.
- Provide opportunities for student to demonstrate learning through various assessments and consolidation of learning, culminating with community project.

Types of Assessment at PPS

At PPS, assessment occurs continuously throughout each course. Through effective formative assessment, teachers gather, analyze, interpret, and use a variety of evidence to improve student learning and to help students achieve their potential.

Formative Assessment (Assessment for Learning)

Formative assessment is an ongoing process used to gather information about student learning and progress. Its main goal is to provide students with feedback, allowing for adjustments to be made in the learning process. Formative assessment prepares students for the summative assessment and contributes to the final evaluation of their learning. They may be assessed with MYP rubrics or, when needed, other rubrics. Not all formative assessment must be reported or count toward a student's final grade.

Formative assessments may include the following:

- Homework
- Quizzes
- Projects
- Daily classwork
- Laboratory activities
- Journals
- Discussions
- Teacher observations
- Peer reviews
- Exit slips
- Reflection

Summative Assessment (Assessment of Learning)

Summative assessments are designed to provide evidence for evaluating student achievement using content specific assessment criteria. Summative assessment occurs throughout and at the end of a unit and is more comprehensive in scope. The main purpose is for students to demonstrate understanding in new situations by utilizing the knowledge, concepts, and skills practiced throughout the unit. In short, summative assessment contributes to the final evaluation of learning and may be assessed using task-specific MYP International Baccalaureate (IB) rubrics or teacher-made evaluation tools.

Summative assessments may include the following:

- Projects
- Tests
- Portfolios
- Essays
- Journals
- Creative work
- Presentations
- State- and district-mandated tests

Homework

Homework is a necessary adjunct to classroom teaching, and it is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance. In all subject areas, homework is counted as 10% of the final quarter average. At the beginning of the academic year, teachers will advise each class of the timing and amount of homework students can expect to receive. This will also be noted on the course syllabus. The completion of homework is an approach to learning (ATL) and organizational skill that students are expected to practice.

Homework assignments are given to prepare students for the next day's lesson or to offer students the opportunity to practice newly-acquired skills. Homework assignments are developed in keeping with the IB MYP framework and serve an important purpose in developing students' ATL skills and personal responsibility within the IB MYP and beyond.

Assignments, such as reports and projects, may take many weeks of careful planning and good organization on the part of the student. All students are given a planner at the start of the year containing helpful information for both students and parents. The planner should be used regularly to plan out tasks, projects, and deadlines.

Students are responsible for organizing their time appropriately to manage long-term projects and communicating with their teachers when problems arise.

Parents are encouraged to assist by monitoring student progress toward the completion of the assignments but should not do the students' work for them. Parents can be most helpful to their children by providing a routine time and a place that is conducive to undisturbed study.

To promote the habit of punctuality, our policy is as follows:

- Teachers clearly communicate to students the guidelines, expectations, and use of criteria for homework or coursework, as well as actively encourage the students' use of the planner.
- Students are responsible for finding out about any and all missed assignments when they have been absent. All missing assignments must be made up.
- Assignments due on the same day of an absence should be submitted during the first lesson upon return unless prior arrangements have been made with the teacher.
- If a student receives an early dismissal, the student is expected to submit any assignments due that day prior to leaving campus.
- If a student is present in class when a test or quiz is announced, the student is expected to take the test or quiz on the day of his or her return to school.
- Any assignments due the day of a field trip must be submitted prior to the field trip, curricular, or extracurricular activity (including athletic events).
- Each department will determine consequences for late, missed, or incomplete homework, which will be stated in the class syllabus.
- School breaks and vacations are recovery periods for students. Students should not receive homework assignments during these time periods

Make-up Work (assignments missed DURING the absence)

- Students have the number of days absent plus one day to complete any assignments **missed during their absence**.

- Students are responsible for turning in make-up work to teachers without a reminder.

PPS students are expected to

- be engaged in and fully prepared for the learning process. (KNOWLEDGEABLE)
- exhibit honesty and integrity in all work. (PRINCIPLED)
- learn from each other, but work and think as an individual. (COMMUNICATORS)
- display efficient time management. (BALANCED)
- ask questions. (INQUIRERS)
- be aware of deadlines and due dates. (KNOWLEDGEABLE)
- submit assignments in a timely manner and at the appropriate level. (PRINCIPLED)
- seek outside assistance when needed. (OPEN-MINDED/RISK-TAKERS)
- use communication resources. (THINKERS)
- show a willingness to collaborate. (COMMUNICATORS)
- be proactive. (REFLECTIVE/THINKERS)

Teachers are expected to

- communicate expectations clearly on all assessments. (COMMUNICATORS)
- create a variety of assessments. (REFLECTIVE/THINKERS)
- provide reasonable deadlines for successful completion of assessments. (PRINCIPLED)
- give constructive feedback designed to enhance learning. (KNOWLEDGEABLE)
- provide assistance outside of regular class time. (CARING)

Parents are expected to

- provide a positive, supportive environment, free from distractions, to allow for student autonomy. (CARING)
- encourage their students to work independently. (CARING)
- be aware of class policies and expectations. (KNOWLEDGEABLE)
- use communication resources. (COMMUNICATORS)
- read report cards thoroughly prior to parent teacher conferences. (KNOWLEDGEABLE)
- check students' grades periodically in iNOW. (KNOWLEDGEABLE)
- ask questions about their student's learning process (INQUIRERS)

Evaluation

Evaluation refers to the process of judging the quality of student learning and assigning a value to represent that quality. Assessment and evaluation practices and expectations are communicated through the course syllabus for each class and are explicitly taught in classes at the beginning of the school year. Summative assessments and most formative assessments for each IB MYP unit of study will be scored with an appropriate criterion-referenced rubric (or rubrics) to determine student achievement levels.

Subject	Objective A	Objective B	Objective C	Objective D
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing Skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Community Projects	Investigating	Planning	Taking Action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Grading Scale

The policy for grading at PPS:

Numeric Grade	Letter Grade
90-100	A
80-89	B
70-79	C
Below 70 *Failing by PPS standards	E

Recording

- All grades given are traditional 0-100 scale as required by the district.

Reporting

- Parents have access to their students' grades at all times through the Information Now (I-NOW) portal.
- Report cards provide a record of students' progress over the course of the quarter, year, and eventually their academic career.
- Written reporting of student achievement occurs formally through progress reports and report cards. Progress reports are issued four and a half weeks into each quarter, and report cards are issued at the end of each quarter.

End of Year Grades

In order to be promoted to the next grade-level, students must achieve a yearly average of 70% or higher in all subject areas.

Timeline for IB recording and reporting

- By first quarter (August- October) of the school year, one IB rubric will be used for a summative assessment. By second quarter (October- December), teachers will design and use their second summative assessment rubric. By third quarter (January- March), teachers will design and use their third summative assessment rubric, and by fourth quarter (March- May), teachers will design and use their fourth

summative assessment rubric. This will give students the opportunity to have been assessed using the MYP rubrics four official times. A professional development day will be held at the beginning of the school year in order to assist teachers in the writing and implementation of the rubrics ensuring that all of the MYP objectives will be assessed at least one time. The goal is to have the MYP objectives summatively assessed twice using the MYP rubrics by the following school year in order to be compliant with the IB requirements of assessing all MYP objectives and strands twice per year. For quarters one, two, three, and four, the IB rubric will be converted to a 0-100 point scale in order to fit into the district and state required quarterly report card.

- An IB report card will be given at the end of the school year using the 1-7 scale in addition to the traditional report card required by the school district and state of Alabama. Teachers will look at the summative tasks given throughout the year and assign a 1-7 IB score based on those tasks.

Accountabilities (See Attached Assessment Timeline Chart)

- The IB coordinator will hold a professional development meeting giving an overview of IB assessment at the end of the current school year (2017-2018) in order to prepare for the professional development opportunity that will be held at the beginning of the upcoming school year 2018-2019.
- The IB coordinator and principal will lead a professional development day on August 1, 2018 that will teach teachers how to use the MYP rubrics. Teachers will take the MYP rubrics and design a summative task with the rubric to be used during first quarter.
- IB assessment meetings will be held monthly to give teachers an opportunity to work on summative assessment tasks and rubrics to be used in quarters two, three, and four. The IB coordinator and principal will lead these meetings to instruct and assist teachers.
- Rubrics will be uploaded to the school shared drive, Sharepoint, with samples of student work. A representation of scores will be present in order to show what each score looked like. Each teacher should upload a total of eight samples: one student who received a 1, one student who received a 2, etc. If students do not receive a particular score (for example, no one received a 0), the teacher will upload an additional example of another score (for example, two samples of a 1). This will be done to ensure rubrics are being used correctly and scoring is done identically by department, horizontally and vertically. If tasks cannot be uploaded electronically, samples will be turned into the IB coordinator.

Works Cited

"Assessment Policy." *MYP Handbook*. International School of Paris. 2016. Web. 23 June 2017.

Assessment Policy. Working Paper. New York: Mott Hall Charter School, 2017. Print.

MYP: From Principles into Practice. International Baccalaureate Organization. Peterson House. United Kingdom. 2014. Print.