



Assessment Policy
IB MYP & DP
Hilton Head Island High School

HHIHS Mission Statement

The mission of Hilton Head Island High School is to prepare each student to become a productive, responsible citizen in a complex, global, technological age that requires lifelong learning.

School Philosophy Aligned with the IB Approach to Learning and Assessment

As an IB World School, our goal is to ensure that assessment, grading, and reporting practices reflect the IB approach to teaching and learning and are based on clearly defined criteria that represent the attainment of vertically and horizontally aligned content knowledge and skills. We believe that assessment is a powerful teaching tool because of its flexibility and focus on feedback. Strong assessments give all students access to an education that grows critical thinking and inspires lifelong learning, both of which are needed for our students to become good decision makers in their roles in our society and in the global community. We strive for our assessments to reflect deep learning, and the grades students earn should be accurate, meaningful, fair, and supportive of continued growth.

Rights and Responsibilities of all Members of the School Community

Many stakeholders have rights and responsibilities in the realm of assessment. Since teachers create, administer, and give feedback on assessments, their responsibilities are integral to successful student growth. Assessments are the purview of the teacher, who is responsible for creating assessments, implementing them with fidelity, giving timely feedback, and scoring them for recording purposes. It is the responsibility of the teacher to accomplish all parts of the assessment cycle in a timely manner so that results can both inform teaching and provide information to students and parents about student growth and acquisition of the required knowledge and skills. In addition, teachers have the right to autonomy over their gradebooks so that record keeping is accurate and reflects what they have collected data on in terms of student growth.

Students also have rights and responsibilities in the assessment cycle. They are responsible for active participation in their education, and they are expected to complete assessments with integrity and effort. With the guidance and support of their teachers, they are responsible for their own personal and academic growth. Students are expected to use assessments as opportunities for positive outcomes, and teachers should use assessments in ways that allow students to not feel the threat of failure. Teacher-student trust is key in a strong and useful assessment policy. Through daily learning targets, a focus on the development of the IB Learner

Profile Traits, and an integrated curriculum that connects to real-world learning, HHIHS seeks to make assessment a positive experience.

The IB Programme Coordinators play a role in assessment success, too. The coordinator serves on the school's Leadership Team, which is comprised of curriculum specialists from all departments. The IB Coordinators work to align any state, district, or school expectations for assessment with the IB mission and vision. Also, the IB Coordinator is responsible for working with the department chairs to ensure that new DP and MYP teachers are trained as soon as possible for the DP courses they teach and assess. The IB coordinators have the right to give input on changes to curriculum and assessment in IB courses.

Parents also have rights and responsibilities in terms of assessment. They have the right to know how their children are progressing through course content, and they have the right to expect timely feedback from teachers that is recorded properly in our recording system, PowerSchool. Parents have the responsibility to use the PowerSchool Parent Portal to access student grades regularly. PowerSchool is one of several ways that teachers communicate with parents about instruction, what the students are learning, and how they are being assessed. Teachers also use the Bright Arrow messaging system to communicate with parents about activities, assignments, due dates, and assessments, and parents have the responsibility to monitor their child's progress through these avenues.

Effective Assessment Practice

An assessment policy must be developed around consensus among the school community about what constitutes effective assessment practice. The school community agrees that assessment should be beneficial to both students and teachers, which means that it should be criterion based, varied, focused on student-centered learning, and consistent with clearly defined learning goals. There should be a strong match between statements of assessment, which are standards-based, and the assessments themselves. Effective assessment practice occurs when the assessment reaches a depth of knowledge level that allows students to showcase true learning through application of learning in new ways. Assessments should be both reliable and valid. Reliability requires consistency and stability in scoring, and teachers use rubrics to support that. When assessments indicate sufficient validity, they are aligned with what was taught and support student learning. Valid assessments accurately measure the students' acquisition of learning target content and skills, which is the focus of instruction. Also, reflective practice for both students and teachers is integral in effective assessment practice because it informs the progress of teaching and learning that will be most beneficial to the students.

Grades are based primarily on assessments and performance tasks that reflect learning; scores must accurately reflect a student's knowledge and/or skill aligned with specific standards, processes, or learning targets. Participation grades can be no more than 10% of the student's quarter grade with exceptions for courses that require explicit participation, such as chorus, band, theatre, and physical education. Expectations for participation in those courses must be explained in the course syllabus.

All teachers at HHIHS follow the South Carolina Uniform 10-point scale. Teachers use IB scoring rubrics for both MYP and DP course assessments, but they must convert the scores to reflect the parameters of this scale.

Grading Scale

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59 and below

Summative	60%	The goal for summative assessment is to evaluate student learning at the end of an instructional unit.	Examples include but are not limited to tests, final written pieces, projects, presentations, performance tasks, and performances.
Formative	40%	The goal of formative assessment is to monitor student learning and to provide ongoing feedback that can be used to improve teaching and learning as needed.	Examples include but are not limited to journals, notebooks, warm-ups, quizzes, exit slips, daily work, board work, closure activities, skills practice, and individual student conferences.

Assessment Practices for the MYP

MYP: Practices for Recording and Reporting Student Achievement

MYP teachers record and report student progress according to our school and district expectations. All assessments are to be scored and recorded in the PowerSchool gradebook within a week of the due date so that both students and parents can keep track of progress. Exceptions for grading major projects, presentations, or writing assignments are sometimes made because scoring these types of assignments takes more time. Official progress reports are sent home electronically to parents/guardians at the midpoint of each quarter. Report cards are distributed the same way at the end of each quarter. Distribution dates are indicated on the school district calendar. At the time of progress reports and report cards, teachers contact parents if a student’s grade is below C/70%.

MYP: Implementation of Formative and Summative Assessment Consistent with IB Expectations

All teachers at HHIHS are required to compute quarterly grades by evaluating both formative and summative assessments. Formative assessments are created and administered with the purpose of informing teachers, students, and parents about progress toward learning goals. They allow teachers to reflect on which students have mastered content and skills, which content might

need more time or a different approach, where further differentiation may be needed, and how timelines might need to be adjusted. Formative assessments direct the path of teaching, learning, and mastery. Students benefit from formative assessments as part of their reflective process in learning. Homework is often considered formative assessment as an extension of classroom learning and is not designed to require guided assistance. It should be independent practice. Additionally, the HHIHS MYP faculty understands the importance of being reflective practitioners, which allows teachers to determine if students need to take a different path toward knowledge. Teachers have to create that alternative path, and formative assessment helps with that task. It is expected that teachers assign a minimum of two formative assessments per week.

Summative assessments measure content mastery of the MYP assessment criteria. They are varied and provide students multiple and differentiated opportunities to demonstrate their learning. It is expected that teachers assign three summative assessments per quarter and that they are common among all teachers of the course. Summative assessments should be evenly spread across the grading period. Teachers are expected to use the IB MYP scoring criteria to determine achievement levels for summative assessments and then convert those marks into scores for the state/district requirement for score reports. The conversion chart is included below.

MYP: Common Practices for using the Programme Assessment Criteria and Determining Achievement Levels; Relationships to Local/State Requirements for Grading/Reporting

MYP faculty create assessments and implement them as part of the process of writing and teaching from the MYP Unit Planners. In compliance with MYP expectations, teachers score each assessment criterion at least twice in each MYP course using the assessment criteria for Year 5 from their Subject Guides. With the local context of our school in mind, sometimes it is necessary for teachers to reword the Level Descriptors so that they reflect more student-friendly language.

Teachers of the same MYP course must collaborate on how to arrive upon achievement levels, which requires some team grading of common assessments. Because of local and state requirements for score recording, the MYP faculty at HHIHS uses the following conversion chart, which indicates a score on the 1 - 100 point scale used in our district and state. The chart works for teachers whether they are assessing one, two, three, or all four criteria.

1 Criterion:

A	8	100
	7	94
B	6	88
	5	83
C	4	78
	3	73
D	2	66
	1	60
F	0	0

2 Criteria:

A	16	100
	15	97
	14	94
	13	91
B	12	88
	11	85
	10	82
	9	80
C	8	78
	7	75
	6	72
D	5	69
	4	66
	3	63
	2	60
F	1	59
	0	0

3 Criteria:

A	24	100
	23	98
	22	96
	21	94
	20	92
	19	90
B	18	88
	17	86
	16	84
	15	82
	14	80
C	13	79
	12	77
	11	75
	10	73
	9	71
	8	70
D	7	69
	6	67
	5	65
	4	63
	3	60
F	2	59
	1	55
	0	0

4 Criteria:

A	32	100
	31	99
	30	98
	29	96
	28	95
	27	94
	26	92
	25	90
B	24	89
	23	88
	22	87
	21	85
	20	84
	19	82
	18	80
C	17	79
	16	78
	15	76
	14	75
	13	73
	12	71
	11	70
D	10	69
	9	68
	8	66
	7	65
	6	64
	5	62
	4	60
F	3	59
	2	57
	1	55
	0	0

Assessment Practices for the DP**DP: Practices for Recording and Reporting Student Achievement**

Like MYP teachers, DP teachers record and report student progress according to our school and district expectations. All assessments are to be scored and recorded in the PowerSchool gradebook within a week of the due date so that both students and parents can keep track of progress. Exceptions for grading major projects, presentations, or writing assignments are sometimes made because scoring these types of assignments takes more time. Official progress reports are sent home electronically to parents/guardians at the midpoint of each quarter. Report cards are distributed the same way at the end of each quarter. Distribution dates are indicated on the school district calendar. At the time of progress reports and report cards, teachers contact parents if a student's grade is below C/70%.

DP: Implementation of Formative and Summative Assessment Consistent with IB Expectations

All teachers at HHIHS are required to compute quarterly grades by evaluating both formative and summative assessments. The written curriculum for DP teachers requires the use of numerous formative assessments in each unit, which are created and administered with the purpose of informing teachers, students, and parents about progress toward learning goals. They allow

teachers to reflect on which students have mastered content and skills, which content might need more time or a different approach, where further differentiation may be needed, and how timelines might need to be adjusted. Students benefit from formative assessments as part of their reflective process in learning. Formative assessments direct the path of teaching, learning, and mastery. The HHIHS DP faculty understands the importance of being reflective practitioners, which allows teachers to determine if students need to take a different path toward knowledge. Teachers have to create that alternative path. Teachers regularly use IB questions from released exams, quizzes, revisions/drafting/conferencing, peer reviewing, Socrative, Kahoot, Padlet, electronic and paper exit slips, vocabulary quizzes, and homework practice as formative assessments checks.

Summative assessment in the Diploma Programme varies widely according to course expectations and learning goals. Using the concepts of backward design, DP faculty members create lessons based on the expectations of the final outcome for each unit, and those expectations are aligned with course aims and objectives. As students progress through DP content, teachers use portions of released exams as part of their summative assessment collection, which helps prepare students for exam expectations and inform teachers about the students' acquisition of the knowledge and skills they need to succeed.

DP: Common Practices for using the Programme Assessment Criteria and Determining Achievement Levels; Relationships to Local/State Requirements for Grading/Reporting

All DP teachers have had the required IB training for the course(s) they teach, and many are part of a network of other IB educators, so they are knowledgeable about determining achievement levels and have colleagues who help them when needed. The DP teachers introduce the scoring rubrics for each required DP assessment as soon as possible so that students are aware of the final expectations. They refer to the rubrics regularly, and they teach the students to use them as they progress through content and produce work. Teachers implement rubric scoring practice with students, which involves the use of student work models from My IB as well as the accompanying examiner's comments. Teachers create lessons so that students can practice scoring both IB models and their peers' work. These practices help teachers and students deepen their understanding of the assessment criteria and how to determine achievement levels. In DP courses with more than one instructor, the teachers use common lessons and assessments, and they collaborate on scoring. Because of local and state requirements for grading and reporting, DP teachers then convert their IB criteria scores into grades on the required 1 - 100% grading scale. Unlike MYP, these conversions vary depending on the course. The converted grades are recorded in the state-required PowerSchool system.

DP: Internal Moderation/Quality Checks to Ensure Students Understand their Marks in IB Terms

DP teachers use a variety of strategies to ensure that they are scoring accurately according to the IB criteria and that students understand their assessment marks in IB terms. Teachers strive to set a strong foundation of understanding by regular lessons on and references to the assessments and scoring criteria. Some of the strategies they use for these purposes include teachers of the same course scoring and giving feedback together, creating lessons around sample IAs for students to score and discuss, using the IB Subject Reports to inform teaching in ways that help students better comprehend the various levels of the scoring rubrics, and completing mock IAs and mock papers that are scored and discussed.

DP: Practices for Internal Standardization of Assessment

DP teachers must use a continuous cycle of improvement in terms of standardizing their assessments and feedback. They should participate in Category 3 IB Professional Development workshops that focus on internal assessments, collaborate with teachers of the same course or at least the same subject area, connect with IBDP teachers via My IB and social media outlets, and read feedback reports from each assessment cycle.

Policy Review Process

This policy is reviewed annually and was last reviewed by each respective school's leadership team and faculty in the Fall of 2022 and Spring of 2023. Additionally, the policy was reviewed by the HHIHS School Improvement Council in the Spring of 2022. During each review, participants spent time reading and discussing the policy then offered their feedback regarding the policy.