



Loveland High School Middle Years & Diploma Programme Assessment Policy



Purpose

The Loveland High School International Baccalaureate (IB) Middle Years Programme (MYP & DP) faculty has created this policy in order to:

- Communicate clear guidelines to all school stakeholders regarding the assessment of student work in the Loveland High School Middle Years and Diploma Programme by defining our practice in the context of the guidelines outlined by Loveland High School, Thompson School District, and the International Baccalaureate Organization.
- Ensure the assessment process is transparent, equitable, and relevant to the MYP & DP.
- Support the IB's mission and MYP & DP subject-area assessment objectives, as well as Loveland High School's mission and vision, and Thompson School District assessment objectives.

Philosophy

The Loveland High School IB Programme faculty uses competency-based instruction to measure student learning through formative and summative assessments. Importance of continuous assessment is integral to the teaching and learning process. MYP & DP assessment criteria provides students with the opportunity to reflect on individual progress while achieving subject-area aims and objectives. Rich and descriptive feedback based on the MYP & DP subject-area criteria contributes to the development of IB Learner Profile attributes while developing of Approaches to Learning skills.

Through our MYP & DP Assessment Policy, we will guarantee that:

- Teachers provide students with clear learning targets
- Teachers design formative and summative assessments that
 - Are tied to the aims and objectives of the MYP & DP subject-area
 - Are assessed according to the MYP & DP subject-area assessment criteria
 - Allow for students to respond to authentic MYP & DP subject-area questions, prompts, problems, and/or papers

The Nature of Formative and Summative Assessments

The Loveland High School MYP & DP faculty recognizes the importance of formative and summative assessments as a means to shape the teaching, learning, and assessment process.

Formative assessments contribute to the on-going development of students' growth in the achievement of the MYP & DP subject-area aims and objectives. Formative assessments also provide the teacher with the opportunity to adjust the teaching, learning, and assessment process, in order for students to achieve the MYP & DP subject-area aims and objectives. The Loveland High School MYP & DP faculty supports the continuous use of formative assessments as an integral part of the teaching, learning, and assessment process.

Summative assessments contribute to the determination of the students' level of achievement. The Loveland High School MYP & DP faculty, support the use of summative assessments throughout the semester, at the end of a unit of study.



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Examples of appropriate MYP & DP assessments include, but are not limited to:

Collaborative and/or individual:

- Projects
- Performances
- Demonstrations
- Presentations
- Socratic seminars
- Labs or practical work
- Open-ended tasks
- Responses to literature
- Written assignments
- Unit exams
- Journals
- Student interviews
- Peer and/or self-assessment
- Reflection on learning and/or MYP & DP subject-area criteria
- Exams
- Essays
- Papers
- Presentations

Alignment with Colorado Academic standards and Competency-based instruction

All courses in all content areas are aligned with the Colorado Academic Standards by design and by law. IB teachers align Colorado State Standards with the IB Assessment Criteria to reflect what students should know, understand and be able to do at the end of the IB course. Teachers plan instruction and assess learning based on the following areas: IB Aims and Objectives, Colorado State Standards, Thompson School District Pacing Guides, and Student Needs.

Use of the MYP & DP Assessment Criteria - IB teachers use a variety of methods and strategies to inform, instruct and use the MYP & DP assessment criteria throughout their courses. The teachers do this through a process of backward planning, in which the teachers start with the summative assessments as the end goal to drive instruction. Teachers use backward planning through these steps:

1. **Teachers familiarize themselves** through reviewing MYP & DP guides, materials and sample exams, contact with other IB teachers in their subject areas, new teachers working with their predecessors, IB workshops, regional subject-specific roundtables and the Programme Resources Center. Furthermore, subject area IB vertical collaboration sessions throughout the year will include IB teachers initially focusing on the summative DP assessments as an end goal of the IB Programme.
2. **Teachers communicate what the MYP & DP assessment criteria** are to IB students. The teachers convey this understanding of the MYP & DP assessment criteria via their course guides, course coversheets, and classroom instruction. This includes familiarizing the students with MYP & DP rubrics, aims, objectives and assessment criteria, and how they connect to those of the MYP & DP framework.
3. **Teachers use the MYP & DP assessment criteria in a variety of formative assessments** including, but not limited to: students assessing sample work using the IB criteria, students assessing their own and each other's work using the IB criteria and working on strategies and best practices to achieve the highest level possible on the IB assessment criteria.
4. **Teachers use the IB assessment criteria for their summative assessments throughout their courses. MYP & DP teachers will need to use each MYP & DP rubric strand at least twice per student over the course of the school year.**



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Reporting of Assessments

Teachers have a responsibility to document assessment data on all of their students. Teachers will need to take a variety of the data into account when determining an IB level of achievement for a student in each criterion. Summative assessment data must be recorded as an achievement level as described within the IB criterion. Teachers are encouraged to use their professional judgment to determine whether the student work is at the lower or the higher end of the descriptor and award the higher or lower numerical level accordingly, using a “best fit” approach. IB achievement levels will be communicated to both the students and the parents in a timely manner.

The reporting of assessment scores/assessment grades should not be confused with the final reporting of course grades. Teachers will provide their students with timely feedback on assessment scores/assessment grades on each formative and/or summative assessment throughout the semester. Teachers will individually establish the manner in which the formative and summative assessments are used to make up students’ final grades, recognizing the philosophical distinction between the two. However, TSD does establish 90% for summative and 10% for formative.

Students in MYP & DP courses are currently awarded final letter grades of A – F in each course they take. Grades will be reported to parents at the end of each quarter, with final grades issued at the end of each semester. In addition, student grades are available online and frequently updated by the respective teachers. A student’s semester grade will be used to calculate his/her GPA.

The IB coordinator and teachers will work to align the district standards and MYP & DP criteria so that student grades will be reported based on the MYP & DP criteria. In addition, student grades are available online and frequently updated by the respective teachers.

Standardization of assessment of student work

MYP & DP teachers are highly encouraged to collaborate with other MYP & DP and/or subject specific teachers to standardize or norm the grading of student work on an annual basis. This process, also known as “calibrating” helps teachers ensure that their interpretation of the assessment criteria and rubrics is accurate and in-line with those of their peers. As a result of the Colorado Senate Bill 10-191, teachers will be required to participate in this standardization of grading process for district-wide assessments. MYP & DP teachers in the same subject area meet with their peer(s) in the same department to review and standardize their grading annually.

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