

IB MYP, CP and DP Assessment Policy

San José High School

Purposes of Assessment

Assessment serves a variety of purposes, for both students and teachers, as well as educational groups and organizations such as the district and the International Baccalaureate Organization.

- Monitor students' progress towards mastery of course outcomes.
- Support and encourage student learning by providing feedback on the learning process.
- Inform, enhance and improve the teaching process by taking into account student learning styles, prior experience, current knowledge and interests.
- Promote positive student attitudes towards learning.
- Promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts using the areas of interaction and essential questions.
- Promote the development of higher-order cognitive skills by providing rigorous final objectives that value these skills.
- Determine the level of understanding using both summative and formative practices.
- Create opportunities for students to reflect on their own learning.
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

Learning Objectives

Teachers establish daily learning objectives and unit questions based on the Common Core Standards, Next Generation Science Standards, History & Social Science Framework, and IB objectives for their subject area, which in turn guide their development of assessments for units of study.

Assessment methods

Summative: Summative assessment is a culminating assessment, which gives information on students' mastery of content, knowledge, or skills from a unit or set of units. Teachers utilize assessments at the end of a unit or semester to verify that students have learned the skills and/or knowledge taught. Examples of teacher-created summative assessments include but are not limited to:

- **Chapter/unit tests** including multiple choice, short answer, and/or essay questions
- **Performance-based assessment:** Students demonstrate knowledge of district performance based assessments for Math and English, or playing an instrument in

Music.

- **Projects:** Students create an at home science experiment, a magazine demonstrating cumulative subject knowledge, or an art project.
- **Presentations:** Students present information about a specific topic in front of a specified audience
- **Computer-based assessment:** Students participate in a multiple-choice quiz after participating in an online simulation or completing tasks using adaptive software.
- **Research projects:** Students investigate and report on a self-selected topic relevant to a specified area of study.
- **Creative Expression:** Students utilize music software to compose an original song, students write a poem according to a specific genre, or a scene from a play.
- In compliance with requirements of the California Department of Education, eleventh grade students take the Smarter Balanced Test in March or April of each year. In grade 11 or 12, students will take the CAST Test.

Formative: Formative assessment provides feedback to the teacher for the purpose of monitoring learning and improving instruction. Formative assessment is classroom-based and may include any number of strategies including:

- **Exit Slips:** Students answer a brief set of questions at the end of the period.
- Weekly Quizzes
- **Self-Reflection:** Students monitor and rate their own performance of a task or understanding of a concept.
- **Labs:** Students participate in a science lab exercise and answer questions to demonstrate their understanding.
- **Role-Playing:** Students take on a role in science or history.
- **Scaffolded Note-Taking** with a questioning component.
- **Reciprocal Teaching:** Structured partner/group reading involving predicting, clarifying, questioning, summarizing.
- **Checking for understanding strategies:** partner/group talk, use of whiteboards, electronic individual answering systems, evidence of group facilitator notes, etc.

Assessment Measures

Depending on the type of assessment, teachers may use a variety of measures to evaluate student success, including:

- Percent correct
- Other numerical value such as point allocation
- Checklist
- Rubric (teacher-created, district-created, curriculum embedded, and IB rubrics)

Common Assessments

MYP Courses

Within each grade-level subject area, a minimum of two common assessments are administered

each academic semester. At least one MYP assessment criterion will be used to evaluate each of these common assessments. Course-alike teachers norm their evaluation of these assessments to ensure consistency in application of the MYP rubrics (and modified rubrics as applicable).

In each year of the program, students complete at least one interdisciplinary unit with a common assessment. Teachers from different subject areas collaboratively develop these units and score the summative assessment(s) using the MYP interdisciplinary learning assessment criteria.

DP and CP Courses

Teachers collaborate on shared assessments in DP and CP courses. In addition, teachers within the same subject area from Year 1 to Year 2 meet to ensure vertical alignment of assessments.

In subject areas with multiple teachers of DP/CP courses, teachers regularly meet to calibrate on the scoring of Internal Assessments. This happens in our weekly staff meetings, as well as additional collaboration time scheduled after school (for which teachers are compensated). Teachers collaboratively examine several student work samples and the corresponding rubric, and teachers will then come to a consensus on the appropriate scores for each rubric criterion. Teachers do so while referencing specimen papers on MyIB (as available).

For oral internal assessments, teachers are provided substitutes so that they may conduct oral assessments during the regular school day, and teachers are compensated for additional time outside of school hours. Students register for specific time slots with their teacher, and the school provides a quiet environment with adequate recording equipment. If a student misses their time slot, they will receive one additional opportunity to take the assessment before receiving a “non submission.” During assessments that require an audio or video recording, teachers will follow IB guidelines on their interventions:

Where appropriate to the subject, you may:

- ask the candidate to speak more clearly or loudly, if necessary
- interrupt if the candidate panics and needs encouragement
- suggest that the candidate is spending too long on one part or is completely off target
- ask if the candidate has anything further to add.

You may not:

- correct the candidate
- teach or coach
- introduce leading questions
- suggest replies.

From “Diploma Program Assessment Procedures 2023”

For written assessments that will be submitted to IB, students share a draft with their teacher and receive feedback one time during the writing process; students must then submit their final draft. If possible, teachers shall hold individual conferences with students to give feedback.

Teachers regularly update a shared calendar to indicate when major assessments will be taken in their subject area(s).

Assessment Recording and Reporting:

Recording of Grades

MYP Courses

Teachers will utilize the MYP rubric for their subject area(s) for all major assessments, including common assessments as described above. The assessment criteria and point values vary for each of the eight disciplines. Teachers may choose to use all rubric criteria for a given assessment, or they may select one or more specific criteria, provided that all rubric criteria are assessed at least once over the course of each semester.

In accordance with SJUSD district policy, students will be assigned A-F grades. MYP rubric scores will be converted to A-F grades as follows:

Score	Traditional Grades
8	100% - A+
7	95% - A
6	89% - B+
5	85% - B
4	79% - C+
3	75% - C
2	65% - D
1	55% - F
0	50% - F

DP and CP Courses

Teachers develop students' understanding of the rubrics for each assessment, as well as how IB rubric scores will be converted to traditional A-F grades.

Teachers input IB rubric scores to Canvas. Scores on Internal Assessments are additionally uploaded to IBIS.

Teachers shall refer to the corresponding mark bands for each assessment in their subject area(s), and shall determine a shared scale for converting these scores to traditional A-F grades. Teachers shall as much as possible ensure that the IB scores align to traditional grades as follows:

Score	Traditional Grades
7	100% - A+
6	95% - A
5	90% - A-
4	85% - B
3	75% - C
2	65% - D
1	55% - F
0	50% - F

Parent and Student Access

In accordance with the SJUSD Uniform Grading and Reporting System, parents and students can view assignment details and scores, as well as overall grades, using our online platforms:

The Infinite Campus (IC) Parent Portal provides up to date parent and guardian access to their child's student information, including attendance, class schedules, gradebook, and assessment history which provides another form of communication between home and school. Parents use the username and temporary password sent to the email address provided when the student was registered to attend SJUSD. Parents can receive support to access the Parent Portal by going to sjusd.org.

Parents can also see assignments and grades by becoming an Observer in their child's Canvas account. Directions to access Canvas can be found on sjusd.org.

Our Parent Liaison and counselors work with parents to ensure that they are able to access students' coursework and grades on these platforms.

In addition:

- Parents have the opportunity to meet teachers and review coursework during Back to School Night in the fall.
- Cumulative grades are mailed home every six weeks.
- Parents and other stakeholders are invited to the MYP Personal Project Presentations for year five students.
- Exemplar student work is posted in classrooms.
- Teachers maintain data on student growth and assessments throughout the year.
- Students self-assess and reflect following assessments.

Revision History:

This policy was last updated in March 2023 with input from all members of the teaching faculty.