Philosophy of Assessment

The goals of assessment are to evaluate student learning and drive instruction. At W.E. Mitchell Middle School (MtMS) and Cordova High School (CHS), we recognize that each student is unique and that various assessment tools must be employed, both formative and summative, in order to properly achieve our evaluative goals. As a faculty, we are responsible for creating and implementing assessment tools within our classrooms that assist us in our efforts to best evaluate and educate our students.

Assessment, learning, and teaching are intertwined and interdependent and should be focused on the habits of mind, critical thinking skills, 21st century skills, knowledge and attitudes that will provide for success within the IB Middle Years Programme (MYP), Diploma Programme (DP), Career Programme (CP), in higher education, and beyond. Assessment at MtMS and CHS is as critical a tool for teachers as it is for students, and is meant to engage teachers in self-reflection of their own practice. We recognize that assessment is an evolving tool and one that is constantly changing and improving. When done correctly all forms of assessment have educational and pedagogical value; we assess what we value and we value what we assess.

Purpose of Assessment

Assessment at MtMS and CHS is built on the IB belief that assessment aims to:
- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Promote positive student attitudes toward learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in the real world contexts using the area of interaction and global contexts
- Promote the development of higher-order cognitive skills by providing rigorous objectives that value these skills
- Reflect the international-mindedness of the MYP by allowing for assessment to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the MYP by including in its model principles that take account of the development of the whole student [*Principles to Practice* (78)].

More specifically, within the Diploma and Career Programmes we assess students for a variety of reasons, some of which are listed below:
- To provide feedback to students on their learning.
- To monitor progress toward meeting educational standards.
- To gather evidence to support teacher reflection.
- To support short and long term educational goals.
- To monitor effectiveness of instruction and marking within DP and CP standards.
- To provide a grade in order to communicate with parents and legal guardians about students' education progress. To provide information for college admission.

Methods of Assessment

Teachers at W.E. Mitchell Middle School and Cordova High School use a variety of assessment strategies to evaluate student progress, modifying instructional strategies as needed. Modifications to the school environment have been and will continue to be implemented based on student feedback and academic achievement rates.

Formative assessment is used in all subject areas to evaluate learning and drive teacher instruction.

Multiple methods of formative assessment are employed, including, but not limited to, portfolio development, word walls, exit tickets, active expressions instant response tools (ex. Kahoot), Socratic seminars, and peer reviews. Formative assessment at MtMS and CHS is primarily used as an evaluative tool to assess and inform student learning and not to assign marks.

Summative assessment is used in all subject areas to evaluate student learning outcomes; this usually happens at the end of a learning period such as the end of a unit. Summative assessment is measurable and designed to fairly and accurately represent educational attainment.

Examples of summative assessment employed at MtMS and CHS include unit exams, research papers, presentations, in class writing, experimental science labs, and completed unit projects.

Reporting Results

W.E. Mitchell Middle School and Cordova High School use a variety of methods, techniques, and systems to publish student data, making it accessible to the community, parents, students, and other stakeholders. Some of these methods are delivered via computer access, community events, and in newsletter publications.

Student performance is reported to the staff through Powerschool, district approve digital assessment management tool, faculty bulletins, and end of term grade reports. Parents receive report cards quarterly and are able to view ongoing progress through the PowerSchool Parent Portal and Google Classroom. Community stakeholders and parents receive additional information about school performance/ expectations through school newsletters and activities: Back to School Night, Awards & Scholarship Night, and at Graduation/Promotion.

Internal standardization

"Where more than one teacher is teaching the same subject group, the process of internal standardization takes place before final achievement levels are awarded. Internal standardization of assessment is also required for the personal project. The standardization process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments. Standardization throughout the

school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives" (MYP – From Principles into Practice, ibo.org).

Criterion-related (MYP)

Assessment within the Middle Years Programme is criterion-related, as it is based upon predetermined criteria. The MYP identifies a series of objectives for each subject group, which are directly related to the subject area criteria. The level of student success in relation to reaching the predetermined objectives is measured in terms of levels of achievement described in each assessment criterion. Students' grades are determined by evidence of the degree of standards mastery under an MYP criterion descriptor within an MYP rubric.

Teachers within the Middle Years Programme recognize that students have demands placed upon them in each course. Teachers will collaborate frequently to set a timetable for assessments in their courses. The goal of this timetable is to ensure that assessments in various courses do not overlap one another as much as is possible.

Objective-aligned (DP and CP)

Assessment within the IB DP and CP is aligned to objectives. Students' learning will be assessed against a 7 point scale, and not in comparison with other students at CHS or within the DP around the world. Assessment within the DP will have the additional intent of preparing students for the required Internal and External Assessments demanded in each course.

Teachers within the CP and DP recognize that students have demands placed upon them in each course and will collaborate frequently to set a timetable for assessments in their courses. The goal of this timetable is to ensure that assessments in various courses do not overlap one another as much as is possible.

Grades

Middle Years Programme

W.E. Mitchell Middle School and Cordova High School are working toward using MYP achievement levels based on criterion-related rubrics. Final grades are determined solely on criterion-based summative assessments. At the end of each semester, teachers will determine a final best judgment for each criterion (A, B, C, D). Using the grade boundaries below, a final grade will be determined. A student may earn a grade lower than a D- only if a student has not successfully undertaken the summative tasks necessary for determining achievement against the MYP objectives.

MYP Subject Area and Assessment Criteria

Subject Area	Criterion A	Criterion B	Criterion C	Criterion D
Arts	Investigating	Developing	Creating / Performing	Evaluating
Design	Inquiring and Analyzing	Developing ideas	Creating the solution	Evaluating
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Language Acquisition	Listening	Reading	Speaking	Writing
Language and Literature	Analyzing	Organizing	Producing Text	Using language
Mathematics	Knowing and Understanding	Investigating patterns	Communicating	Applying mathematics in real-life context
Physical Health and Education	Knowing and Understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and Understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impact of science

Diploma and Career Programme

Cordova High School does not employ a uniform grading scale across all subject areas in grade 11 and 12. Teachers are given a certain level of discretion in setting grading policies for their classes. For students in CP and DP classes, please reference the teacher's course expectations.

Modified grade scales on campus are less restrictive. Modified grading scales are also implemented for special needs students per requirements or suggestions of their IEPs.

The IB DP courses use criteria based rubrics on a scale of 1-7 to mark all Internal and External Assessments. The final score in each subject will be determined by a combination of a student's scores on all assessments required for the subject. Students must complete all Internal and External Assessment requirements in a subject in order to be awarded a final score.

Our Diploma Programme teachers have a program-wide policy that these external exams will count for 10% of the student's local grade in the DP courses. Students will be given a grade in PowerSchool for their attendance and participation in each exam paper. DP Papers will be entered as Final Exam grades in the PowerSchool gradebook and failure to take one or more of the papers will result in a zero for that exam component.

Regulations for Passing the IB Diploma

Students in the full IB Diploma Programme must take one course in each of the six academic groups: Language & Literature, Language Acquisition, Individuals & Societies, Science, Mathematics, and the Arts or Elective. Performance in each IB subject is graded on a scale of 1 to 7 points. A maximum of 3 additional points is awarded for combined performance in the two additional Diploma Programme core requirements: Theory of Knowledge and Extended Essay. Therefore, the maximum total possible Diploma Programme score is 45.

All assessment components for each of the six subjects and the additional IB Diploma core requirements must be completed in order to qualify for the award of the IB Diploma. A student must earn at least 24 points to earn a diploma, with other rules and requirements associated (see following). The final Theory of Knowledge project and the Extended Essay are graded on an A-E basis. The matrix below outlines how 3 additional points toward the diploma are earned for these combined components:

Extended essay		Theory of knowledge				
		Excellent **A**	Good **B**	Satisfactory **C**	Mediocre **D**	Elementary **E**
	Excellent **A**	3	3	2	2	1
	Good **B**	3	2	1	1	0
	Satisfactory **C**	2	1	1	0	0
	Mediocre **D**	2	1	0	0	0
	Elementary **E**	1	0	0	0	0

Candidates who earn a total of 24-27 out of the 45 possible Diploma Programme points must also meet the following requirements:
- Numeric grades have been awarded in all six subjects registered for the IB diploma.
- All CAS requirements have been met.
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an extended essay, with a grade of at least D in both of them.
- There is no grade 1 in any subject.
- There is no grade 2 at Higher Level (HL).

- There is no more than one grade 2 at Standard Level (SL).
- Overall, there are no more than three grades 3 or below.
- At least 12 points have been gained on Higher Level subjects (candidates who register for four higher level subjects must gain at least 16 points at Higher Level).
- At least 9 points have been gained on Standard Level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
- The final award committee has not judged the candidate to be guilty of malpractice.

Candidates who earn a total of 28 points or above out of the 45 possible Diploma Programme points must also meet the following requirements:
- Numeric grades have been awarded in all six subjects registered for the IB diploma.
- All CAS requirements have been met.
- Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
- There is no grade 1 in any subject.
- There is no more than one grade 2 at Higher Level.
- There are no more than two grades 2 at Standard Level.
- Overall, there are no more than three grades 3 or below.
- At least 11 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 14 points at higher level).
- At least 8 points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least 5 points at Standard Level).
- The final award committee has not judged the candidate to be guilty of malpractice.

Successful IB Diploma Candidates will receive an IB Diploma and a document listing the total IB Diploma point score, the subject grades, the completion of all CAS requirements and any points awarded, and individual grades for the combination of Theory of Knowledge and the Extended Essay. An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will be awarded a certificate indicating the grades obtained in individual subjects, together with results in Theory of Knowledge and the Extended Essay and the completion of all CAS requirements, as appropriate.

Review of policy

A committee of volunteer teachers, representing all subject areas on campus, parents, students, and administrators will be tasked with evaluating and extending this policy. The committee will meet at least once annually, beginning in the 2018-2019 school year in order to review the effectiveness of the policy and discuss ways to educate faculty and students on the policy.

Last reviewed 5/21/2024.