

Rufus King International High School

Assessment Policy

IBO Mission Statement

The International Baccalaureate (IB) 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 programmes of international education and rigorous assessment.

The programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners, we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Principles of Assessment

Assessment practices provide a support to and nurturing of Rufus King International High School's mission and values.

School Vision

Rufus King International High School is a community of excellence, fostering rigor, creativity, and diversity to empower students as active, global citizens. Students represent all attributes of the IB Learner Profile

School Values

Employees of Rufus King International High School value professionalism, respect, collaboration, harmony and dedication.

Philosophy of Assessment

Rufus King International High School believes that assessment is integral to all aspects of teaching and learning. We strive to uphold the belief that learning is a process in which students demonstrate the recall, adaptation, application and transfer of knowledge acquired throughout the course of study in a variety of ways. Authentic assessment practices involve utilizing the means to evaluate IB expectations, objectives and criteria as a natural outgrowth in the process of teaching and learning. At the heart of IB instruction at Rufus King, is the aim to develop the IB Learner Profile, the Approaches to Learning Skills Framework and the subject group objectives and criteria. Our assessment practices aim, to measure and illuminate student achievement at all levels of the learning continuum with transparency.

This policy will be communicated to the community at large, the Rufus King educational community and all stakeholders as viewable on the Rufus King Homepage and will be reviewed annually by committee representing the school and its partners and is aligned with all Rufus King policies and the standards and practices of the International Baccalaureate Organization.

Goals of Assessment

Assessment practices aim to support and nurture all aspects of student learning. Evidence gathered about student product and performance provides feedback to the school community on the effectiveness of teaching and learning at Rufus King. The assessment timetable and procedure offer timely and transparent information, reflecting the process as well as the product of learning.

Rufus King fully supports the IB MYP and DP assessment aims as set forth in *From Principles into Practice*, to:

- Support and encourage student learning by providing feedback in the learning process
- Inform, enhance and improve the teaching process
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the Personal Project and Extended Essay and in interdisciplinary unit assessments
- Promote positive student attitudes towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model, principles that take into account of the development of the whole student

Rufus King assessment practices further promote the love of learning, the confident demonstration of students' abilities, interests and achievement and the opportunity to constructively assess self and others in an environment which supports a common understanding of goals, progress and depth of the acquisition of knowledge. Rufus King believes in assessment practices which encourage personal learning that spans a lifetime and which bring the rewards of collective achievement in a single set of worthy goals.

Effective assessment allows parents to monitor progress of student learning and provide opportunities for parental support to students and teachers. It requires teachers to engage in self-reflection of pedagogical practice to improve and modify their instruction based on student need. The Rufus King administrative team also plays an essential role in assessment, supporting teachers in maintaining assessment skills and developing new assessment strategies. The administration provides time for

teachers to collaborate, plan and reflect on their teaching. The administrative team utilizes student achievement data to set school-wide achievement goals and to identify areas in need of support and improvement. The administration maintains assessment records and provides achievement information to parents and students in a timely and on-going manner at formal reporting times.

General Assessment Practices

The IB provides member schools with guidelines for assessment which ensure that students are not compared with their colleagues and ranked into qualitative positions. Teachers are not influenced by previous experience with students or by work that is not representative of a holistic and complete body of work. Assessment relies upon the IB MYP and DP subject group criteria for comprehensive understanding of the program aims and goals and adopts the IB formal assessment criteria for each appropriate year, encouraging continued growth as students progress through the program. Milwaukee Public Schools (MPS) mandates a standards-based assessment model which dictates a structure for evaluation of student work with which Rufus King complies.

Therefore, reporting of student achievement is guided by local educational authority but wherever possible, conversion rationale or concurrent reporting will be used to reflect the IB criteria and objectives for subject groups and projects.

All learning styles and abilities are supported by differentiation. Varying means of assessment dictated by Individualized Educational Plan (IEP) will be employed as set forth by MPS and Rufus King International High School inclusion policies and guidelines. Teachers will endeavor to make reasonable adjustments to remove or decrease obstacles to student achievement as guided by the IEP. The support of mother tongue languages is fully implemented by MPS and Rufus King's policy for language. Modes of assessment can take numerous forms and include a wide variety of tools. (Please see Inclusion Policy.)

Assessment criteria will be made available to students and explained prior to learning tasks. Students may use this information to reflect upon and gauge progress and to create an atmosphere for open dialog with teachers regarding strengths and areas for continued growth, eliciting an educational partnership between students, parents, teachers and administrators.

Assessment criteria is internally standardized by teachers of the same course to assure continuity and reliability of the learning process using the standards and practices of the IB as a guide.

Complete and comprehensive assessment records for all Rufus King students will be maintained and regularly posted and will serve as a basis for common understanding and continued positive movement for our educational program.

Academic Honesty in Assessment

Assessment practices include a shared understanding of academic honesty in which teachers introduce and reinforce the associated IB learner profile traits and ATL skills; in which students understand and strive to incorporate the guiding principles of academic honesty as appropriate to developmental achievement levels and is upheld by the entire school community.

The IB defines academic misconduct as:

- Plagiarism-the representation, intentionally or unwittingly, of the ideas, works or work of another person without proper, clear and explicit acknowledgement
- Collusion-supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work-the presentation of the same work for different assessment components
- Any other behavior that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections.)

Instances of misconduct in courses and in projects are governed in each IB programme as dictated in the Rufus King Academic Honesty Policy.

Assessment in the MYP

Formative Assessment

The symbiotic relationship between student and teacher throughout the learning process depends upon continuous monitoring of skills and knowledge. Assessment performed before and periodically throughout the learning task meets this aim and supports thorough, careful and targeted exposure to the MYP key concepts, related concepts, global contexts, inquiry, subject group command terms and content and approaches to learning skills. This practice ensures that students are able to participate wholeheartedly in their own learning, are able to reflect upon the learning process and to gauge where they are in this process and to cooperatively plan for further steps in their learning. Formative assessment is reflected in the MYP Unit Planner and is used to improve upon teaching and learning in the school. Formative assessment is addressed in the MYP unit planner and regularly updated as needed.

Summative Assessment

Summative assessment reflects student achievement using MYP subject group criteria and is addressed in the MYP unit planner. This practice ensures that assessments are:

- Integral to the learning process
- Aligned with subject group objectives
- Gathers information from varied sources utilizing varied tasks correlating to the subject group and its demands relating to skills, understanding and knowledge in order to accurately assess student performance
- Appropriate to the age group and reflect student development
- Provide evidence of student comprehension through meaningful performance and a simple recall of facts

As with other forms of assessment, summative assessment aligns with MYP criteria and objectives. Achievement levels correspond with the four bands and 8 descriptors outlined by the IB MYP and are equally weighted. MYP command terms are used within the assessment criteria of each of the 8 subject groups in the MYP. Teachers of the same course agree upon the context of meaning in qualitative statements within a strand. These expectations are discussed and supported using student exemplars as illustration. Summative assessment is standardized by teachers of the same course to ensure a unified, coherent and fair process in both the classroom and in the MYP project. Achievement levels are determined using the "Best Fit" model and taking into consideration student support and group work.

Assessment practices use the IB MYP General Grade Descriptors:

- 7- Produces high-quality, frequently innovative work
- 6- Produces high-quality, occasionally innovative work
- 5- Produces generally high-quality work
- 4- Produces good-quality work
- 3- Produces work of an acceptable quality
- 2- Produces work of limited quality
- 1- Produces work of very limited quality

Assessment conditions may be modified as outlined in a student's IEP for required academic support. Consideration is given to the appropriateness of the assessment task related to differentiation and to those students learning in a language other than mother tongue. (See Language and Inclusion Policies.) Summative assessment is reflected in the MYP unit planner and is regularly reviewed to reflect growth and/or change. Assessment relies upon the MYP subject group guide for each area of the curriculum. All assessment tasks are developed to address at least one MYP subject-group objective. Assessment will allow students to access all achievement levels in the corresponding criterion, using open-ended tasks if necessary.

MYP embraces the utilization of varied assessment strategies during the program.

- Observation
- Selected response
- Open-ended tasks
- Performance
- Process Journals
- Portfolio assessment
- Questioning
- Dynamic interaction
- Investigations
- Experiments
- Physical skills

These strategies may take various form.

- Compositions—musical, physical, artistic
- Creation of solutions or products posed by problem solving activities
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations-verbal, written or graphic
- Exercises
- Mind maps
- Projects
- Debates
- Quizzes

Task-specific clarification addresses published MYP criterion and provides

- Central importance to the learning process
- Guided instruction support
- Works well with example materials to encourage critical thinking
- Allows for transparency to the school community
- Shows evidence of learning in clear and measurable terms
- Is valid over time
- Is adaptable over time
- Assists teachers with unit reflection
- Provides understanding when used to review the curriculum and identify content taught specifically during a period of time

Absolute adherence to MYP assessment standards and criteria provide reliability in determining student achievement in ways which are consistent with the prescribed MYP objectives and criteria.

Recording Assessment Data

Assessment data is recorded regularly and with appropriate technology to support the reported achievement level using IB MYP criteria and within the dictates of Milwaukee Public Schools framework and reporting system.

Assessment Tools

Assessment uses the following tools to collect evidence of student achievement in each MYP unit and documents learning.

- Anecdotal records
- Continuums
- Examples
- Checklists

Reporting Format

Assessment practices are reported formally, using a clear process and at regular intervals using any of the following for further support.

- Report cards (grade reports)
- Parent/teacher conferences
- Student-led conferences with teacher

The Personal Project

The personal project is a self-directed inquiry process for research which illustrates the IB MYP constructivist model. Students explore a topic of personal interest to them over the course of several months and apply aspects of the IB Learner Profile, the Approaches to Learning Skills Framework and the inquiry process related to the subject group content. International-mindedness and practical application of global concepts provide the foundation for a holistic learning experience.

Internal standardization is performed by Personal Project Advisors and with the Personal Project Coordinator in order to determine similar standards with which to apply assessment.

Personal Project Advisors will use the “Best Fit” model for determining the appropriate descriptor for each criterion level, and added together to determine the criterion levels total, apply IB grade boundaries to decide the final grade for each student project.

The Personal Project Exhibition

MYP Year 5 students will participate in the Personal Project. The Exhibition serves to reinforce the IB MYP constructivist model to:

- Provide a venue in which to promote inquiry cycle
- Provide Personal Project students the opportunity to illustrate the process and product of their research
- Provide Personal Project students the practice of Approaches to Learning skills
- Provide a setting in which to display Personal Project outcomes

Presentation methods will vary according to the nature of the project and can include:

- Project board
- Audio/Video
- Performance
- Artifacts

All Personal Projects will include:

- Process Journal
- Academic honesty form
- Reflection
- Evidence of outcome

External moderation of completed student personal projects is conducted by the International Baccalaureate Organization, making adjustments to the final assessment grade as necessary. The school is supplied with certificates of completion listing the moderated grade.

Assessment in the International Baccalaureate Diploma Courses

IB Diploma Program assessments are criterion-referenced, not norm-referenced. The method of assessment judges each student in relation to identified standards rather than the work of other students. Assessment at Rufus King aligns with the requirements and philosophy of the Diploma programme, as set forth in *Diploma Programme: From Principles into Practice* (2015).

Internal Assessment

Internal assessment allows for a portion of the student’s assessment to be carried out over the entire duration of a course. Teachers mark individual pieces of work, and this assessment counts as a percentage of the student’s overall IB score. A sample set of the teacher-evaluated work is sent to an external moderator who then evaluates the teacher’s application of the grading rubrics set by the IB.

The internal assessment tasks, the grading rubrics and the percentage of the overall grade vary by subject and course and are identified in the course syllabus provided by each instructor.

The calendar dates for the completion of internal assessments is governed by the Rufus King internal calendar. Consensus on due dates is reached by all teachers and is identified in course syllabi. Teachers are required to submit internal assessment scores to the IB Diploma Coordinator in a timely manner. The dates for submitting these records are reviewed with faculty at the start of the academic year and published to teachers and administration through email by the end of the first month of school. They are also disseminated at the monthly diploma teachers meeting run by the Diploma coordinator.

External Assessment

External assessment in the Diploma Program at Rufus King refers to student work that is graded externally by an examiner designated by the IB. End of course exams are the primary means of external assessment, but other IB projects are also externally assessed. Examples of these included, but are not limited to: English and Language B written tasks and assignments, musical links investigations in IB Music, Visual Arts studio work, the prescribed title for Theory of Knowledge, the director's notebook, research presentation and solo theatre project in IB Theatre and the Extended Essay in all subject areas. External assessment dates are fixed by the IBO and adhered to by Rufus King. The IB exam calendar is released by the IB Diploma Coordinator upon publication by the IBO.

Formative Assessment

Formative assessment is a tool to improve student learning. It is assessment for learning rather than simply assessment of learning. To this end, instructors use formative assessments to:

- Measure student understanding of curricular goals
- Adjust instruction as necessary
- Determine student progress towards understanding
- Determine the level of a student's prior knowledge
- Allow students to demonstrate understanding of key ideas and concepts
- Reinforce skills necessary for success on summative assessments and projects

Formative assessment of student learning includes, but is not limited to, those strategies previously identified in the MYP portion of this document. In order to ensure concurrency of learning, instructors from the MYP and DP programs collaborate to discuss effective assessment strategies and identify skills and key concepts that must be understood by students at each grade level and subject area.

Students and parents are made aware of the IB assessment criterion by:

- Teachers' published course curricula/syllabi
- The direct instruction of the teacher and IB Diploma Coordinator
- Informational meetings with the IB Diploma Program Coordinator, primarily targeting students entering the diploma program in the 10th grade
- Relevant documents, such as the General Regulations: Diploma Programme, that are published on the school website
- The Rufus King Parent Newsletter, published multiple times a year

Summative Assessment

Summative assessment in the Diploma Program aligns with the philosophy and requirements set forth by the International Baccalaureate Organization as well as those set forth in the school's MYP program as discussed above. Summative assessments take place at the end of specific units, terms, semesters or overall course. These assessments allow students to demonstrate knowledge of key concepts learned during a set period in the course. Teachers generate summative assessments based on specific curricular requirements found in the subject guides provided by the IB. Teachers use the scoring criterion for the course internal assessment project as well as teacher-generated assessments. Other summative assessments include external assessments set by the IBO. These include the course exams given in May.

IB Grading Scale

- 7 - Excellent performance
- 6 - Very Good performance
- 5 - Good performance
- 4 - Satisfactory performance
- 3 - Mediocre performance
- 2 - Poor performance
- 1 - Very Poor Performance
- N - Assessment work incomplete

IB Diploma passing regulations are set forth in the *General Regulations: Diploma Programme* published by the IBO and are strictly adhered to by Rufus King. This document is available on the Rufus King website. All examinations at Rufus King are conducted in accordance with IB regulations. Exam invigilation is conducted by staff and community members under the leadership of the IB Diploma Coordinator. IB exam rules and policies are provided to all students taking IB exams in their IB Exam folder provided them by the IB Diploma Coordinator prior to the exam period in May.

References

- Guidelines for developing a school assessment policy in the Diploma Programme. International Baccalaureate Organization. Geneva, Switzerland : 2011.
- "Diploma Programme Assessment." DP : Principles and Practice, 2009
- Handbook of Procedures for the Diploma Programme. International Baccalaureate Organization. Geneva, Switzerland
- General Regulations: Diploma Programme. International Baccalaureate Organization. Geneva, Switzerland : 2014.
- DP: From Principles into Practice. International Baccalaureate Organization. Geneva, Switzerland : 2015
- "Principles of MYP Assessment." MYP: From Principles into Practice. International Baccalaureate Organization. Geneva, Switzerland : 2014.
- "Developing an Assessment Policy." MYP : From Principles into Practice. International Baccalaureate Organization. Geneva, Switzerland : 2014.
- "Assessment Policy." Guide to Programme Evaluation. International Baccalaureate Organization.

Geneva, Switzerland : 2015.
“Standard C4: Assessment.” Programme Standards and Practices. International Baccalaureate
Organization. Geneva, Switzerland : 2014.

Revised 12 January, 2018

Tanzanique Carrington, Principal
Brian Fink, Assistant Principal DP
Roosevelt Stewart, Assistant Principal MYP
Daniel Gatewood, Diploma Program Coordinator
Veronica Thompson, Middle Year Program Coordinator