



Southwest High School

IB World School

Assessment Policy

Southwest High School believes that assessments are an integral part of our IB Programmes. They are not merely a tool used to record and report student performance, but rather they are holistic and authentic in nature and offer opportunities for the ongoing measurement of student academic progress and are used as indicators of success.

Statements of Philosophy

1. Purpose of assessment
 - a. To measure student achievement of IBMYP, IBDP, and IBCP criteria.
 - b. To measure student achievement on ACT College Readiness Standards and MN State Standards.
 - c. To provide data used to identify student learning needs to inform future instruction.
 - d. To guide teachers in the design and implementation of purposeful teaching techniques to meet the needs of all learners.
2. Assessment design
 - a. Assessments are aligned to MYP, DP, CP criteria, and well as ACT College Readiness Standards and MN State Standards and are aligned vertically and horizontally across grade levels to ensure progression of content and skill complexity.
 - b. Assessments provide opportunities for all learners, including those with individual education programs (IEPs) and diverse linguistic needs, to demonstrate achievement of course objectives.
 - c. Assessments incorporate globally minded, real-world applications.
 - d. Assessment include a variety of strategies and techniques and are formative and summative in nature (to include, but not limited to daily homework practice, projects, performance tasks, portfolios, exams, essays, research papers, and investigations).
 - e. Formative assessments will provide ungraded feedback, drive instruction and learning, foster intellectual growth, and be aligned to Approaches to Learning (ATL) skills.
 - f. Summative assessments will provide students the opportunity to demonstrate their knowledge and understanding. Assessment criteria will be transparent and provide multiple opportunities for students to demonstrate their learning and understanding.
3. Communication and feedback
 - a. Students know and are able to articulate the what, how, when and why of formative and summative assessments and their criteria.
 - b. Feedback on assessments is specific, regular, and timely to both students and parents and provides opportunities for student improvement.
 - c. Feedback is tied directly to assessment criteria.
4. Assessment as collaboration
 - a. Assessment is a collaborative effort between grade-level and content teachers and results in the development and implementation of common, and sometimes interdisciplinary, assessments that demonstrate an understanding of MYP, DP, and CP assessment criteria.
 - b. Teachers review student work in course teams to achieve standardization of assessments.

- c. Students are involved in the reflective assessment of their own work.

Assessment Practices

Southwest High School’s Assessment Policy is communicated to both students and parents at the beginning of each year during grade-level orientation meetings and is reiterated throughout the year during parent conferences. Students and parents also have access to the full policy, along with assessment criteria for each course, in the student handbook and also via the school website.

1. Assessment procedures and practices will be consistent, transparent, and equitable.
2. Assessment will be ongoing and take into account process as well as product.
3. Assessment reporting will be communicated in a variety of ways, to include conferences, mid-term grade reports and end-of-term report cards.
4. Teachers will incorporate multiple forms of assessment that are adapted to the learning objectives for each subject.
5. Authentic assessments will be used in conjunction with other forms of assessment such as standardized tests in order to assess student performance and basic skill levels.
6. Academic integrity is paramount to accurately measure student achievement. All students are expected to adhere to the standards of the Academic Honesty Policy when completing their work and if students engaging any type of academic misconduct will be held accountable and face one or more consequences and outlined in the Academic Honesty Policy.

Students in the IB programmes are assessed on a scale of 1-7 that is reported to the International Baccalaureate Organization (IBO). The chart below gives a detailed description of what each score represents in terms of student achievement along with our internal grade translation* for district Gradebook accountability.

IB Scale Score	IB Achievement Description	Internal % Conversion	Internal Letter Grade
1	Produces work of very limited quality. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.		
2	Produces work of limited quality. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.		
3	Produces work of an acceptable quality. Begins to demonstrate basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.		
4	Produces good-quality work. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.		
5	Produces generally high-quality work. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.		
6	Produces high-quality, occasionally innovative work. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.		
7	Produces high-quality, frequently innovative work. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.		

*IBMYP, IBDP, IBCP levels of achievement, criteria totals, and grades are calculated independently of Minneapolis Public School’s district grades. It is permissible to use IBMYP, IBDP, IBCP levels of achievement, criteria totals, and grades in the calculation of district grades as they appear in Gradebook on the MPS report card; however, in NO INSTANCES is it permissible to use the MSP grade in the calculation of the IBMYP, IBDP, or IBCP scale scores.

Middle Years Programme Assessment (Grades 9-10)

The following table outlines the student assessment criteria for each subject area offered at Southwest High School. MYP teachers have attended (and will continue to attend) IBO professional development to assist in design and implementation of a variety of assessment tasks that afford students multiple opportunities for success in the programme. Students are assessed on each MYP assessment criterion a *minimum* of two times per school year.

Subject Criteria	Arts	Subject Criteria	Design
A	Knowing and Understanding	A	Inquiring and Analyzing
B	Developing Skills	B	Developing Ideas
C	Thinking Creatively	C	Creating the Solution
D	Responding	D	Evaluating
Subject Criteria	Individuals and Societies	Subject Criteria	Language Acquisition
A	Knowing and Understanding	A	Comprehending Spoken and Visual Text
B	Investigating	B	Comprehending Written and Visual Text
C	Communicating	C	Communicating in Response to Spoken, Written and Visual Text
D	Thinking Critically	D	Using Language in Spoken and Written Form
Subject Criteria	Language and Literature	Subject Criteria	Mathematics
A	Analyzing	A	Knowing and Understanding
B	Organizing	B	Investigating Patterns
C	Producing Text	C	Communicating in Mathematics
D	Using Language	D	Applying Mathematics in Real-life Contexts
Subject Criteria	Physical & Health Education	Subject Criteria	Sciences
A	Knowing and Understanding	A	Knowing and Understanding
B	Planning for Performance	B	Inquiring and Designing
C	Applying and Performing	C	Processing and Evaluating
D	Reflecting and Improving Performance	D	Reflecting on the Impact of Science

Diploma Programme Assessment (Grades 11-12)

Assessment in the Diploma Programme is based upon the course aims and objectives; and therefore, is aligned with both the formal internal and external assessments of the course. Teachers are responsible for the following (IBO, 2010, p.3):

1. Designing and providing criterion-related formative assessments that help students improve their understanding of what constitutes excellence and receive feedback on the nature of the students' strengths and weaknesses.
2. Designing and providing criterion-related summative assessments that judges students' work in relation to identified levels of attainment, values the most accurate demonstration of student performance, rather than averaging grades over a reporting period.

3. After multiple varied summative tasks are scored using developed subject specific criterion levels, teachers establish an achievement profile for each student to then determine what 1-7 score each student earned over a reporting period.
4. Creating and using detailed assessment descriptors (rubrics, matrices), and peer evaluation tools which are presented to the students prior to each assessment to outline specifically what the expectations are to demonstrate mastery of learning.
5. Collaborating with other teachers who teach the same course is essential in order to develop schemes of work, common formative and summative assessments and to share ideas with their colleagues.

At various times throughout the two-year programme, students will be assess both internally and externally to measure their performance against objectives specifically designed to measure individual student performance in achieving the stated objectives for each IBDP course.

Internal Assessment

IBDP teachers are trained in their designated subjects to design and implement internal assessments that meet the demands of the criterion-related rubrics by which they are scored. Prior to each assessment, students are presented with a detailed rubric outlining what the expectations are to demonstrate mastery of learning. These assessments are generally several pieces of work that are integrated into each course of study. Projects, essays, student portfolios, class presentations, practical laboratory work, mathematical investigations, artistic performances, and oral language exercises are just a few of the types of IB assessments that students are required to complete. Teachers and students adhere to the annually updated, Southwest Assessment Calendar. Adherence to this calendar is essential to help students and teachers maintain manageable course loads.

External Assessment

Students will take multiple IBDP external assessments for each of the IBDP courses. The assessments are conducted and overseen by invigilators but graded externally by IB examiners. The end-of-course May exams, conducted by the IBDP Coordinator, are the primary means of external assessment along with the Extended Essay, Theory of Knowledge essay and presentation, and assessments in the IB Arts. In order to sit for final external examinations, students must have satisfied all internal assessments.

Reporting

Grade 9-10 students and parents will receive an official MYP report card and explanation at the end of each year and receive an MYP progress report at the end of the first semester. These reports are in addition to the MPS district report cards that are distributed quarterly.

Grade 11-12 IBDP and IBCP students and parents will receive five-week progress reports and quarterly report cards to keep them abreast of student progress in the programs. IBO will report IBDP final results directly to the school, IBDP candidates, and their prospective universities in the summer after the senior year.

Bibliography

International Baccalaureate Organization (IBO, 2010). *Guidelines for developing a school assessment policy in the Diploma Programme*. <http://www.ibo.org>