



# Monterey High School Assessment Policy

*International Baccalaureate Diploma Programme*

## Purposes of Assessment

**Monterey High School assesses students in order to:**

- enhance student learning
- monitor and evaluate student progress towards meeting course and IB Diploma Program
- standards
- monitor and evaluate student progress towards meeting the school-established ESLR's
- provide feedback to students, parents and other stakeholders
- gather evidence to support teacher reflection on the effectiveness of their teaching
- inform curriculum review
- evaluate the suitability of courses
- develop short and long-term achievement goals for MHS

## Principles of Assessment

- MHS administration and staff recognize that assessment plays a vital role in the cycle of planning, teaching, assessing, reporting, and reflecting.

**Effective assessment allows students to:**

- demonstrate a broad range of conceptual understanding and skills
- demonstrate critical thinking abilities
- utilize a variety of learning styles and intelligences
- participate in self-assessment
- analyze their own learning and perform self-reflection on their strengths and areas for
- improvement
- set goals for their own learning

**Effective assessment allows parents to:**

- monitor evidence of student learning
- provide opportunities of support to students and teachers



**Effective assessment requires teachers to:**

- engage in self-reflection on their own practice
- use assessments to inform and improve instruction
- provide for a variety of assessments
- recognize students' different learning styles and develop assessments to utilize these styles
- recognize students' level of English language competency and consider this when developing assessments.
- make students aware in advance of the criteria required for producing a quality product
- assess in a context that is meaningful, relevant and motivating to students.
- analyze data to identify patterns in student performance and needs
- provide timely and clear feedback that is constructive towards future learning
- undertake assessments in accordance with district and state principles
- maintain detailed assessment records

**Effective assessment requires administration to:**

- support teachers in maintaining assessment skills and in developing new assessment strategies
- provide time for teachers to plan and reflect
- provide training on data analysis and use
- use student achievement data to set school-wide, departmental, and individual goals
- maintain detailed assessment records and use these to provide achievement information
- to students and parents in a timely and ongoing manner as well as at formal reporting times.

**Assessment Practices**

Teachers at MHS consider California State Standards, including Common Core State Standards, as they are being adopted by the state of California, as well as the International Baccalaureate aims and objectives when designing curriculum and assessment that meets the educational needs of the whole student.

**Assessment strategies**

- Assessment strategies used by MHS teachers include self assessment and reflection, peer assessment, projects, tests and quizzes, observations, performances and dialogues, presentations, process journals, written



compositions, and learning logs. Feedback is provided primarily via IB DP and MYP rubrics.

## Grading and Reporting

- Assessment tools
  - Some of the assessment tools used by teachers at Monterey High School include rubrics, continuums, anecdotal records, and checklists.
- Grades are used as a tool to communicate to students, parents/guardians, and teachers both how a student has engaged in and managed the learning process (e.g. effort, participation, attitude, work completion) and what a student knows and can demonstrate based on clearly stated standards, objectives, and criteria (i.e. the learning products).
- Final Grades
  - The learning process and learning products are assessed and reported separately so that students, parents/guardians, and teachers can clearly distinguish the student's mastery of each.
  - When determining final grades, whether for the learning process or learning products, the teacher should consider the most consistent level of achievement, with emphasis on more recent performance when applicable.
  - **Best Fit:** according to the *DP: From Principles into Practice*, "At the end of a period of learning, teachers must make [professional] judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught. A carefully constructed assessment task on an individual unit may provide evidence of achievement in all strands of a criterion or criteria" (83).

## Reporting

- Online Reporting
  - Students and their parents/guardians will be provided with access to an online system (Illuminate and ManageBac) for tracking academic progress and feedback. ManageBac will be used to house IB units and assessments; Illuminate will report a conversion of that achievement level to a percentage and letter grade.
- Report Cards
  - Students and their parents/guardians receive a report card at the end of each term with a supplementary report outlining the student's proficiency levels in each subject.



- Parent-teacher conferences are scheduled twice per year plus additional meetings if necessary for further in-person reporting.

## Implementation

- The IB Coordinators, the Instructional Leadership Team, and the Administration develop essential agreements that guide the Diploma Programme and Middle Years Programme practices and implementation of assessments in alignment with this policy and marking standards set by the IBO.
- [Common Core State Standards](#), [California English Language Development Standards](#), [Next Generation Science Standards](#), and [World Language Standards](#) are embedded in Managebac into the DP and MYP unit planners pertaining to the respective discipline and assessed utilizing the [International Baccalaureate aims and objectives](#).

## IB Assessments

- IB assessments are criterion-referenced, not norm-referenced. This means that the method of assessment judges each student in relation to identified standards and criteria rather than against the work of other students.

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

- Teachers' published course curricula, scope and sequence, and syllabi
- Teachers' direct instruction
- Informational meetings with the IB Diploma Program Coordinator, offered for grades 8 and 10
- Periodic community informational nights spread over the year to familiarize parents, students, and the community about the IB assessment and reporting practices utilized at Monterey High School
- IB Diploma candidates' Grade 10 meeting
- For IB Diploma candidates in grades 11 and 12: systematic orientations and ongoing tutorials both pre-program and throughout the two years of the DP.
- MHS Open House
- MHS Administration newsletters and announcements
- MHS website

## Internal Assessment

- Internal Assessment allows some of the student assessment to be carried out by teachers over the duration of the course. Teachers mark individual pieces of work and this grade counts as a percentage of the student's overall IB score. A

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sample of the teacher-marked work is sent to a moderator who then evaluates the teacher's application of the standards and grading rubrics.

- The calendar of dates for the completion of internal assessments is governed by the MHS IB Internal Calendar. This document is agreed to by all teachers and published to students, parents, and the MHS website. It is designed to spread out the workload of the IB Diploma program over two years and provide a timeline for students to follow. Appendix A contains the current MHS Internal Calendar.

Teachers are required to submit Internal Assessment scores to the IB Diploma Program 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. Please see Appendix B For a list of the current IA due dates.

## External Assessment

External Assessment refers to work that is conducted and overseen by teachers or proctors and then graded externally by examiners. End-of-course exams are the primary means of external assessment, but it also includes work such as the Extended Essay and the TOK essay.

External Assessment dates are fixed by the IBO and adhered to by MHS. The IB Exam Calendar is published to students, parents, and the MHS website.

## Predicted Grades

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards. PG's may be used:

- by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- by MHS as an evaluation tool of teacher comprehension of the requirements and standards of their course
- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers
- It is MHS's policy that individual teachers are free to inform students of their PG's, but the IB Office will not directly release PG's to students or parents.
- Teachers are required to submit Predicted Grades to the IB Diploma Program 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.



**Grading Scales and Descriptors**

**MHS Internal Grading Scale**

A 90-100 %

B 80-89 %

C 70-79 %

D 60-69%

F 59% and below

**MHS IB Internal Grading Descriptors**

(adapted from the International School of Beaverton, Oregon, and Scotts Valley High School, California)

A	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis, and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
B	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis, and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
C	An <b>adequate understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis, and evaluation.
D	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
F	<b>Minimal or very limited</b> achievement against all of the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .



### IB DP Grading Scale and MHS Conversion Table

IB Score	Descriptor	Percentage
1	Very Poor Performance	45-55%
2	Poor Performance	56-63%
3	Mediocre Performance	64-70%
4	Satisfactory Performance	71-77%
5	Good Performance	78-85%
6	Very Good Performance	86-92%
7	Excellent Performance	93-100%

### IB Diploma Passing Regulations

Performance in each of the six Diploma subjects is graded on a scale of 1-7, with 7 being the highest. A maximum of 3 bonus points is awarded for combined performance in Theory of Knowledge and on the Extended Essay. The maximum possible score is thus 45 points. The minimum score for a candidate to earn their IB Diploma is 24 points.

• The IB Diploma will be awarded to a candidate whose total score is **28 points or above**, provided all the following requirements have been met:

- o CAS is completed
- o Both the Theory of Knowledge paper and Extended Essay have been turned in, with a grade of at least **D** in both of them
- o There is no grade **1** on any subject exam
- o There is no more than one grade **2** on any higher level exam



- o There are no more than two grades **2** on any standard level exam
  - o Overall, there are no more than three grades **3 or below**
  - o At least **12** 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)
  - o At least **9** 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)
  - o The final award committee has not judged the candidate to be guilty of malpractice
- The IB Diploma will be awarded to a candidate whose total score is **24, 25, 26 or 27** points, provided all the following requirements have been met:
    - o CAS is completed
    - o Both the Theory of Knowledge paper and Extended Essay have been turned in, with a grade of at least **D** in both of them
    - o There is no grade **1** on any subject exam
    - o There is no grade **2** on any higher level subject exam
    - o There is no more than one grade **2** on any standard level exam
    - o Overall, there are no more than three grades **3** or below
    - o 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)
    - o The final award committee has not judged the candidate to be guilty of malpractice

## Exams

IB exams at MHS are conducted in strict accordance with IB regulations.



Exam invigilation is performed by staff and community members in locations to be announced. All invigilators must undergo a training exercise to review exam procedures and policies. Teachers whose exam is being conducted and parents whose children are examining are not allowed to invigilate. Teachers whose exams are being conducted are required to remain a minimum of 50 meters away from the exam room when their exam is in session. Security for exams is the responsibility of the IB Diploma Program Coordinator and MHS administration.

Mock exams are conducted during the last three weeks of April. The mock exam calendar is set by the IB Diploma Program Coordinator in conjunction with teachers and administration. The results of mock exams are used to inform students of their level of competencies in the subject and are used as a basis for review and exam preparation.

### **Academic Honesty**

The MHS IB Academic Honesty Policy Agreement may be found on the school website and on-site. All candidates, whether diploma, certificate, or anticipated, as well as their parents, must read, understand, and sign the agreement.

### **Adoption & Renewal**

The Assessment Policy was written and vetted by the MHS faculty (assessment committee, in particular), Diploma Program teaching team, the Instructional Leadership Team with the support of volunteers on the academic staff, the IB Advisory, the Student Academic Council, and in collaboration with other IB schools.

This policy will be reviewed every five years along with the self-evaluation that is part of being an IB world school.