

Spring Valley High School Assessment Policy

Philosophy

It is our belief that all assessments should provide both students and teachers the opportunity to reflect on progress and learning. To that end, we strive to create assessment tasks that are relevant, challenging, and student-centered, so that students have a range of opportunities to demonstrate learning and mastery of material. The Nevada Academic Content Standards (NVACS) and the subject specific aims and objectives of the IB Middle Years Program, IB Diploma Program, and the IB Career-related Program are used to shape instruction and to design assessment tasks. Student performance on assessment tasks is evaluated collaboratively to guide instruction and to address areas for academic growth. Our approach to assessment is grounded in the principles of authenticity, transparency, and consistency.

Formative and Summative Assessment

A wide variety of assessment tasks are utilized to evaluate student progress. Formative assessments occur regularly during the instructional process and are used as a guide for teachers and students. Unsatisfactory performance on formative tasks can indicate that a teacher needs to alter pacing, review a concept more thoroughly, or provide additional support, whereas a student may use the same measure to address and adjust their approach to note-taking, review, or class discussion. It is our intention that formative tasks be seen as opportunities to practice a new skill or understanding, and as such are weighted at a maximum of 10% in the student's final grade. Note-taking is an essential skill and all students are held accountable for maintaining organized notes in all of their classes. These notes are also weighted at 10% in the final grade calculation.

Summative assessments are generally given at the end of a unit of study and/or the end of a grading period, and are meant to represent the culmination of a student's mastery of a topic, skill, or concept. Summative assessments are often project based and provide students with an opportunity to demonstrate what they know in a variety of formats before advancing to new concepts and skills. Additionally, summative assessments are used to determine IBMYP achievement levels. At Spring Valley High School, summative assessment tasks are weighted at 80% in the student's final grade.

Examples of assessment include:

- Class discussions
- Socratic seminars
- Journal entries
- Projects
- Presentations
- Labs
- Essays/Research
- Exams
- Creative writing
- Performances

Furthermore, Spring Valley utilizes an A/B block schedule in which students attend four 85 minute classes each day. This extended time supports a wider range of assessment types, student collaboration, and gives teachers more time to provide meaningful feedback to students.

The International Baccalaureate Middle Years Program

Recording and Reporting Student Achievement in the MYP

Each subject in the IB Middle Years Program has corresponding grading criteria for assessments completed in each year of the course. Each subject has four criteria (A, B, C, D), and each criteria has levels ranging from 0 - 8. An example from 10th grade Social Studies is included below. Students will receive the complete IB Assessment Criteria for each subject with their course expectations in each class, and teachers will take the time to ensure that all students are familiar with them. These criteria are an important tool for both parents and students, as they clarify the teacher’s expectations. At Spring Valley we will communicate achievement levels based on these criteria to students and parents at the end of each semester via a supplemental report card that reflects achievement for each of the four criteria in each subject. Beginning in the 2017 – 2018 school year we will utilize a program called Managebac™ that will generate IBMYP specific report cards for each student.

Example of Criteria A for 10th grade Individuals and Societies course:

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, students should be able to:

- i. Use a wide range of terminology in context
- ii. Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below
1-2	The student: <ul style="list-style-type: none"> i. uses limited relevant terminology ii. demonstrated basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.
3-4	The student: <ul style="list-style-type: none"> i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations, and examples.
5-6	The student: <ul style="list-style-type: none"> i. uses a range of terminology accurately and appropriately ii. demonstrated substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7-8	The student: <ul style="list-style-type: none"> i. consistently uses a wide range of terminology effectively ii. demonstrated excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.

Note the increasing level of sophistication necessary to achieve the higher achievement levels.

Twice a year parents will receive an additional report card that reports a level for each of these criteria as a way for students and parents to monitor progress. This additional report card will be based on the teacher’s holistic evaluation of student progress. These achievement levels will NOT count in the final calculation of a student’s quarter or semester grade, and should be seen as another way for students and parents to evaluate growth and performance against an international standard.

At Spring Valley we utilize a 0 – 8 grading scale (instead of a traditional 0 – 100 scale) in all of our classes. We have made this change to maintain greater mathematical consistency in all of our grading practices, and to better align with IB achievement levels. Infinite Campus automatically converts this 0 - 8 score into a percentage. The table below shows the percentage a 0 – 8 score will reflect in Infinite Campus.

MYP Criteria Score	0	1	2	3	4	5	6	7	8
Percentage Score in IC	50%	56%	62%	68%	74%	80%	86%	93%	100%
Grade Interval	0 - 50	50-59	59-65	65-71	71-77	77-83	83-90	90-96	96-100

IBMYP teachers do the following to ensure consistency when determining achievement levels:

- Use the appropriate grade level MYP subject group assessment criteria rubrics
- Provide exemplars to students to clarify the descriptors in rubrics
- Standardize grading practices by using weekly professional development time to compare grading and agree on levels for summative tasks
- Standardize expectations by writing common unit plans and summative assessment tasks

The International Baccalaureate Diploma Program and Career-related Program

Recording and Reporting Student Achievement: IBDP / CP

The recording and reporting of student progress in the IB Diploma Program is also based on the school’s goal of authenticity, transparency, and consistency. To that end, teachers utilize IBDP objectives and assessment criteria in the creation of units of study, and develop formative and summative assessment tasks that support the final internal and external assessments required by IB. These assessment criteria are given to students in each class at the beginning of the 11th grade year, along with a two year master calendar for all formal IB assessments. These documents are also available to our parents and the community on the school’s website.

Parents can monitor student progress in a variety of ways including Infinite Campus, which will display achievement levels according to the school wide 0 – 8 point scale, and on Managebac™, which will show progress according to the specific assessment criteria for each subject. Students will also receive a formal IBDP report card twice a year in each of the two years of the program to show progress towards the IB diploma.

IBDP teachers do the following to ensure consistency when determining achievement levels:

- Use the appropriate IBDP subject group assessment criteria rubrics
- Provide assessment criteria to students and parents
- Provide opportunities for student self-assessment and peer assessment
- Provide exemplars to students to clarify the descriptors in rubrics
- Standardize grading practices by using weekly professional development time to compare grading and agree on levels for summative tasks
- Standardize expectations by writing common unit plans and summative assessment tasks

Earning the IB Diploma: An Explanation of IB Assessment and Requirements

IB Diploma candidates will study six subjects and will earn a final level of achievement on a 0 – 7 scale. That final level is based on a variety of work done during and at the end of the course. There are two types of formal IB assessment used to assess final achievement levels for all IBDP candidates. Student performance on these assessments can lead to the award of the IB Diploma if students reach a minimum combined score of 24 points upon completion of required coursework in their six subjects. Students can also earn points (0 – 3 points total) for successful completion of the Extended Essay and Theory of Knowledge coursework.

Unlike Advanced Placement courses, which rely almost entirely on student performance on standardized exams given at the end of a course, IB divides assessment into two types; internal assessment (IA) and external assessment (EA). IA's are done over an extended period of time, with some support, and are assessed internally at the school site. EA's can be done at the school or in an exam setting, but are assessed externally by an IB examiner. These two types of assessment are combined to arrive at a student's final level of achievement towards earning an IB Diploma. We see this as a much more student-centered system of assessment, because it gives students a variety of ways to demonstrate learning without the all or nothing aspect of performing well in an exam setting.

Earning the IB Career-related Certificate: An Explanation of IB Assessment and Requirements

Students pursuing the IB Career-related Certificate at Spring Valley are required to study at least three, and no more than five, IB Diploma Program courses at either standard level or higher level. Additionally, one of those courses must be a Language Acquisition course. IBCP candidates are also required to complete a three year course of study in an eligible Career and Technical Education strand (Automotive Technology, Technical Theater, Cyber Security, Computer Science, Teaching and Training, Video Production, and Photography), and to pass the Workplace Readiness Skills exam, and the specific End of Program exam.

Assessment in the chosen IBDP courses is the same as described above, however students must achieve a minimum score of 3 in each IBDP course taken. IBCP candidates must also fulfill the requirements of the IBCP Core, including the Personal and Professional Skills course, the Reflective Project, Service Learning, and the Language Portfolio. For more information on these requirements see the IBCP Admissions Policy.

Stakeholder Responsibilities for IBMYP , IBDP, and IBCP

Teachers will:

- Maintain accurate and current records of student grades
- Provide timely feedback on student performance using IB assessment criteria
- Communicate expectations for student performance through the use of IB assessment criteria
- Collaborate with other teachers to create an assessment schedule that is both fair and supportive to students
- Assess each IB assessment criteria at least two times per year (MYP)
- Use formative assessments to plan and modify instruction
- Work collaboratively to create common assessments and ensure accuracy in grading practices
- Differentiate instruction to meet the needs of all learners
- Maintain open communication with parents and students
- Counsel students on strengths and weaknesses when determining SL/HL options (DP / CP)
- Create opportunities for students to practice both Internal and External Assessments, and give timely feedback using IBDP assessment criteria

Students will:

- Self-assess using IBMYP and DP assessment criteria
- Advocate for themselves and be effective communicators when working with their teachers
- Be principled when completing work, regardless of the weight or value of the assignment
- Attend class every day, and take initiative when classes or assessments are missed
- Be open and communicate about struggles or lack of understanding at all times
- Nurture relationships with peers, teachers, and parents in the interest of being a successful student
- Work with teachers to establish due dates for work, and then meet those deadlines every time

Parents will:

- Get login credentials and check Infinite Campus and Managebac™ regularly
- Encourage students to use agendas and then check them regularly
- Become familiar with IB assessment criteria in all subjects
- Have daily conversations with students about their progress, struggles, and concerns
- Provide a quiet and structured environment that is conducive to learning
- Communicate with teachers often, and get involved in the Grizzly community

Communicating the Assessment Policy

The Assessment Policy, as well as our Academic Honesty Policy, Language Policy and Inclusion Policy are available on our school website. These documents are also distributed in both hard copies and electronic copies of our teacher handbook, and are available to the public at the front desk in the main office.

Reviewing the Policy

Our Site Leadership Team, which is made up of our administrative team, IB Coordinator, AVID Coordinator, and teachers will review all policies on an annual basis and will make revisions as necessary.

