Assessment Policy

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I. Overarching Principles and Practice of Assessment in ACSD (Pre-K through 12)

ACSD Vision
All students will reach their full academic potential and be prepared for success as engaged citizens.

ACSD Mission
Our mission is to provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy, responsibility, and international mindedness.

Definition of Assessment
Assessment is the process of gathering information about students' learning to effectively guide them in the understanding of concepts, the acquisition and application of knowledge, the mastering of skills, the development of the IB learner profile attributes, and the decision to take action. Assessments are tools for effectively communicating student progress to important stakeholders, including teachers, students, and parents.

Philosophy

> "Teaching, learning, and assessment are fundamentally interdependent."
>
> - Bergen Katedralskole

In Addison Central School District, we believe that effective assessments are designed around essential outcomes aligned to learning standards. We are committed to developing and implementing high quality assessments that produce data to inform teachers, students, and families about students' progress toward and proficiency in learning outcomes.

We recognize that students have different learning styles, come from different familial and cultural contexts, and have different strengths. All of these factors may influence how a student performs on any one assessment. For this reason, assessments should be varied in their type, format, and design. Some assessments may be student-designed to demonstrate proficiency through personalization. Assessment should be ongoing, relevant to the students' lives and learning, and promote attributes of the IB learner profile. Effective assessment practices provide all stakeholders multiple opportunities to know if students are sufficiently prepared for the next step in their education and lives.

Through thoughtfully designed assessment practices and intentional reflection on the learning process, teachers adjust their instruction, students set goals for their next steps in learning, and together we build a culture of continuous individual and collective growth. Assessment practices and processes guide and encourage the whole learning community.

Purpose and Audience

The purpose of this document is to guide assessment practices throughout ACSD. The intended audience includes all ACSD educators. Essential elements will be communicated to students and families in a variety of ways.

Principles

Effective assessment

- Is a continuous part of the learning process.
- Aligns with learning outcomes, state standards and IB objectives; objectives are public and transparent.
- Is designed for universal access; differentiated and modified when necessary to meet the needs of all students.
- Encourages authentic student performance that calls for critical and creative thinking.
- Allows students to express different points of view and interpretations.
- Is transparent. Teachers are upfront and clear about their learning goals for students. Key elements (e.g. concepts, global contexts, statements of inquiry, inquiry questions, learning objectives, approaches to learning) are posted in the classroom; these focal points drive daily lessons and promote transparency.
- Factors such as student effort and participation, attendance, attitude, time-management, and other behaviors are reported separately from achievement.
- Provides timely feedback to teachers, students, and parents to improve/revise instruction in the classroom.
- Includes multiple opportunities to practice and demonstrate approaches to learning (ATL) skills.
- Provides opportunities for students to exhibit and reflect on the transfer of skills within and across disciplines.

(*The MYP: From Principles into Practice* 78)

Types of Assessment

- **Formative Assessment** is assessment *for* learning. Teachers and students use formative assessments throughout the learning process to gauge how students are doing in their learning, what they still need to accomplish, and how they can achieve it. Pre-assessments provide information relative to students' prior understanding and skills. Ongoing formative assessment is used to track student progress toward an end goal and determine instructional steps and learning related to lines of inquiry and embedded standards. Formative assessment tools may include open-ended tasks, written and oral assessments, formative tasks, rubrics, reflection prompts, student self-assessments, peer-to-peer feedback tools, and exit tickets. Teachers take formative data into consideration when making professional best judgments about a student's performance toward grading criteria (Metropolitan Learning Center).

- **Summative Assessment** is assessment *of* learning. It is used to evaluate student achievement and serves as evidence of what a student learned during a period of study. Summative assessments may include tests, papers, projects, presentations, performances, debates, and other creative ways for students to convey their learning. Summative assessments should be significant, relevant, authentic, challenging, purposeful, engaging, reliable, and complex (Wiggins). They may take place at the end of a unit of study and/or at any point within a unit of study when it is appropriate for students to demonstrate learning. Evaluation of learning is based on knowledge, conceptual understandings, and approaches to learning (Metropolitan Learning Center).

- **Reflection** is assessment *as* learning. Both during and after a unit, students have a responsibility to reflect on their learning goals and relevant success criteria to gauge personal progress toward course objectives. Teachers have a responsibility to evaluate student progress using data and adjust their instruction to meet student needs. Student reflections can be expressed in various ways (e.g., written, drawn, and/or recorded). Reflections may include the following: key learnings related to central ideas, concepts or themes of the unit; questions/wonderings that the student had/has as a result of the unit; actions that the student was inspired to take/would like to take as a result of the unit; demonstrations of learner profile attributes focused on during the unit, application of approaches to learning (social, research, thinking, communication, and self-management skills).

Extra Credit:
Teachers **should not** offer extra credit **or bonus point opportunities,** as these do not provide useful information about learning in a proficiency-based system.

Communicating Student Progress
Reporting and communication should occur both during and after a unit. Students have a responsibility to evaluate their own progress using self-assessment/reflection and communicate their learning to others. Beginning in elementary school and continuing through graduation, this practice is structured and supported in various ways at different levels. Teachers have a responsibility to provide timely and clear feedback to students and families.

Collection and Analysis of Assessment Data
Assessment data is collected and analyzed in a variety of ways:
a) Teachers of the same grade (PYP) or course (MYP/DP) collaborate to design common summative assessments. Teachers use rubrics, checklists, anecdotal records, and charts, etc. to collect assessment data.
b) This data is analyzed through regular and systematic processes.
c) Additional assessment data, including data from standardized-testing, is analyzed at all levels through school and district continuous improvement processes.

The Learner Profile
In ACSD, all members of the teaching and learning community are expected to embody the learner profile attributes. These are not formally assessed, but throughout their learning,

students use the learner profile as a tool for self-reflection. In Personalized Learning Plans (PLPs), students reflect on their personal growth and development over time citing evidence of when, where, and how they have demonstrated the learner profile attributes.

II. Special Features By Program

A) The Primary Years Program (PYP):

The purpose of the PYP section of ACSD's Assessment Policy is to articulate the teaching community's beliefs and practices about assessment in our seven elementary schools: Bridport, Cornwall, Mary Hogan, Ripton, Salisbury, Shoreham, and Weybridge. The contents of the policy will be communicated to and understood by all teachers, students, parents, and administrators. This document will be revisited annually with input from the teaching and learning community. Revisions will be made when necessary.

Philosophy (Why) We assess to inform teaching and learning.	Actions (What) We assess knowledge, skills, and conceptual understanding.	Examples (How) We use varied tools and strategies to monitor, document, and measure learning.
We believe that students can develop the ability to regulate their own learning by setting goals, actively engaging in assessment, acting on constructive feedback, and reflecting on their progress. Further, we recognize that every child has unique abilities, knowledge, skills, and talents and will move through learning progressions in varying ways and at varying rates.	Teachers ensure that all students know the learning goals of a unit and that students understand the success criteria for products and/or performances. At times, students and teachers co-construct learning goals and success criteria to determine what students should know, understand, and be able to do throughout a unit and the program of inquiry. Learning goals are set and reset by students and teachers throughout the learning process. We provide students with multiple opportunities for success.	● Goal setting tools ● Rubrics (e.g. learning scales, single-point rubrics)
We believe that clear and timely communication about learning goals supports student success.	Communication regarding learning goals are sent home at the beginning of each unit of inquiry. Regular progress reports and student conferences include reflections on individual students' progress toward learning goals.	Teacher communications will include: ● aspects of transdisciplinary theme, central idea and lines of inquiry the unit explores, ● concepts and approaches to learning (skills) being focused on during the unit, ● learner profile attributes focused on during unit, ● how parents can support student learning throughout the unit at home and at school.

We value the learning process as much as the learning outcomes.	We explicitly teach and model the learning process and metacognition throughout the year. Students set learning goals, reflect on their learning process and outcomes, and how their learning has been an iterative, growth process. We take students' reflection and metacognition into account as we plan further instruction on thinking skills. Students and teachers assess students' process of learning, inquiry, and products.	- Student reflection on learning - Rubrics tied to units of inquiry - Teacher observations of the depth and breadth of student inquiry over time - Concept maps - Open-ended questions and tasks - Exit tickets - Self-assessment based on an inquiry continuum - Student learning portfolio
We believe it is important for students to acquire skills that will help them to learn. Subject-specific skills and skills that transfer across subjects and contexts are tools that students use to inquire.	We explicitly teach, assess and provide feedback to students about their acquisition of - Subject-specific skills - Approaches to learning skills	- Subject-specific assessments - Approaches to learning assessed within each unit of inquiry
In keeping with our mission, we strive to develop internationally-minded students who seek to make a difference in their lives and in the lives of others.	Our students become internationally minded by learning and demonstrating the 10 learner profile attributes, as well as, through inquiries related to the PYP's six transdisciplinary themes. Students and teachers reflect on when and how students demonstrate the learner profile attributes - In the context of the school curriculum - In interactions in learning and recess spaces - At school events - At home and in the wider community - In instances where students have taken action	- Student reflections and self-assessments in learning logs or journals - Comments in teacher progress report narratives - Student led conferences - Parent comments in conferences - School and wider community comments - Exhibition - Evidence of student initiated action - Peer-to-peer feedback
We believe students make progress toward achieving goals when they receive timely, specific, and frequent feedback about their learning.	Students and teachers monitor learning through observations, questioning, reflection, teacher and peer-to-peer discussions, all of which provide actionable feedback to the learner.	- Open-ended tasks - Written and oral assessments - Formative tasks - Rubrics - Reflection prompts - Student self-assessments - Peer-to-peer feedback tools - Teacher feedback - Exit tickets
We value the use of evidence to drive instructional decisions and understand that the type of evidence of learning may vary from student to student.	Students and teachers document and compile evidence of students' progress toward achieving learning goals and meeting success criteria. Data is shared with others in order to make learning visible.	- Learning logs or journals - Exemplars - Checklists - Rubrics - Anecdotal records
We understand that not all learning	Students and teachers measure	School designed assessments

can be or needs to be measured. Learning that can be measured should be used as a data point to support a larger picture of a student's achievement and progress in learning.	learning to capture student progress at a specific point in time.	tied to standards ● Formative and summative assessments ● Commercially designed screeners, benchmarking, diagnostic, and progress monitoring tools (e.g. FAST, Fountas & Pinnell) ● Standardized achievement testing
We support and use evidence-based decision-making through an analysis of student data.	We use a wide range of assessment data to develop a comprehensive picture of a student's achievement and progress. Individual students and their teachers collaborate to analyze the student's work.	● A compilation of student work ● Rubrics tied to learning goals ● Data analysis protocols for school data teams that include actionable next steps for individual learners, a small group, a class, or a school.
As educators, we understand that analyzing and reflecting on data will improve our teaching practices.	Individual teachers analyze student and class data in order to improve teaching practices. Teachers and administrators collaborate to analyze data for individual learners, a class, or a school.	● Reflect on and revise instructional plans inside and outside of the Program of Inquiry.
We believe that it is important for teachers to periodically report student progress to students and their parents.	We report student progress four times a year through: ● A fall parent-teacher conference, ● A spring parent-teacher conference (PK-1st), and a student-led conference (2nd-6th), ● A winter written progress report, ● An end-of-year written progress report. ● Additional parent-teacher, teacher-student, and parent-teacher-student conferences (as needed throughout the year)	● Disciplinary, interdisciplinary, and transdisciplinary assessments and rubrics ● Teacher and student observations and anecdotal records ● Formative and summative assessments ● Student, parent, and teacher reflections about student demonstrations of learner profile attributes

Ideas based on ***Primary Years Programme: Learning and Teaching***, International Baccalaureate Organization, October 2018, pages 66-82.

Exhibition (beginning in 2020-2021)

A student's PYP journey culminates in the PYP exhibition. The exhibition is student-initiated, designed, and involves collaboration with peers, teachers, and community mentors. Students can choose to work individually, with a partner, or in a small group and are supported by their teachers and mentors.

Exhibition is a demonstration of student agency. "In the PYP exhibition, students demonstrate their understanding of an issue they have chosen to explore… they are actively engaged in the

planning, presenting, and assessing their learning." (*The Learner*, IBO, 2018, p. 40). The exhibition can be one of the six units of inquiry, stand outside the program of inquiry, or may cross all transdisciplinary themes.

This celebratory event provides students with an authentic process to reflect on, demonstrate learning and taking action, international-mindedness, and the learner profile attributes. Students determine the success criteria for the exhibition and may use an exhibition journal to monitor and document their questions, reflections, set and revise learning goals, and periodically to self-assess their progress. Students can take into account reflections from teachers, mentors, and members of the learning community as they self-assess their learning.

Students, teachers, and the learning community all contribute to the evaluation of the exhibition process from a programmatic standpoint. Reflections and recommendations are used to enhance the process in future years.

B) Middle Years Program (MYP):

Overview
The MYP assessment process is a criterion-related model. It is important that both students and parents understand this method of assessment and play an active role in the process. The strength of this model is that students are assessed for what they can do, rather than being ranked against each other. Students are encouraged to reflect on their own learning and use the descriptors to motivate themselves to a higher level of achievement.

Each subject area has four assigned criteria that teachers must assess **at least twice a year**. The assigned criteria are in the table below.

MYP Assessment Criteria By Subject:

	Criterion A	**Criterion B**	**Criterion C**	**Criterion D**
Language and literature	Analyzing	Organizing	Producing Text	Using Language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Thinking critically
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding

Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary	Disciplinary grounding	Synthesising	Communicating	Reflecting
Personal project	Investigating	Planning	Taking action	Reflecting

Summative Assessment in the MYP

Summative assessments formally measure what students know and can do. MYP units include *at least* one summative assessment; it is encouraged that teachers offer more frequent, shorter summatives, in order to provide students multiple opportunities to demonstrate proficiency. Same grade level and same subject area teachers assess the same common criteria on the summative assessments. Sometimes all four criteria in a subject are applied to an assignment or assessment, but more often, only one or two criteria are assessed per task. These agreed-upon criteria are outlined on each department's subject-group overview. Within a unit, students know what criteria they will be assessed on, and teachers distribute the corresponding criteria rubrics well in advance of a summative assessment.

MYP teachers use the prescribed criterion rubrics to evaluate students in each year of the program, bringing greater consistency to the ways that teachers assess students in grades 7-10. Thus, students will recognize what is expected of them across the program, seeing similarities year-to-year as well as how the expectations are consistently deepened as they grow. These rubrics, which can be modified with task-specific clarifications where appropriate, clearly outline expectations for student achievement and separately assess student progress toward each assessed criterion on a scale of 1-8.

Re-Assessment (Grades 9 and 10):

Students who score a 3 or below on a given assessment may have the opportunity to reassess. This must happen within a two-week window from the time the original work is returned to students.This two-week window may be extended by the teacher due to extenuating circumstances and in consultation with the administration/guidance team. Students will be given the opportunity to reassess a specific assessment once. If students would like to re-assess, the student **must** do the following:
   a) complete all missing work from the unit
   b) identify and correct mistakes and/or missing concepts on the original assessment
   c) complete any related practice per the teacher's request
   d) conference with the teacher, showing completion of missing work, corrections on the original assessment.

Assessment Standardization

It is important when two or more teachers are teaching the same course that internal standardization takes place to ensure a common understanding of the criteria and levels of achievement. Supervisors of the Personal Project will also collaborate to standardize their scoring practices. According to the guide *MYP: From principles into practice,* 2014: "Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives" (83).

Reporting and Communication

Over the course of the year, students, teachers and parents can track students' progress toward each of the four criteria in each subject. At the end of a reporting period, teachers communicate students' achievement level toward each criterion based on the data they have collected through unit assessments. If a single criterion was assessed more than once during a reporting period, teachers analyze the multiple data points to determine a final achievement level for that criterion. This is not an average of all of the scores for this criterion, but a professional judgment based on:

> ➢ patterns in the data
> ➢ the development of the individual student
> ➢ the context in which the work was completed

In addition to reporting out students' progress toward the four criteria in each course, teachers will also periodically (frequency to be determined by individual schools) report out an overall MYP score for the course, which is referred to as an Overall Level of Achievement (OLA)*.

What determines an Overall Level of Achievement (OLA)? In each subject, **all four** criterion levels of achievement are added together to give a **criterion levels total.** Teachers then use the boundary guidelines table (see page 13) to determine an OLA. The boundary guidelines table provides a means of converting the criterion levels total into a grade based on a scale of 1–7 (to align with DP reporting practices). At MUHS, OLAs are converted to letter grades on report cards and transcripts. At MUMS, they are not.

Overall Level of Achievement (OLA) 1-7 Conversion Chart

IB Score	Grade boundary	Letter Grade	GPA	Descriptor
7	28-32	A+	4.0	Produces high-quality, frequently innovative work. *Communicates **comprehensive, nuanced understanding** of concepts and contexts. 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.***
6	26-27	A	4.0	Produces high-quality, occasionally innovative work. Communicates ***extensive** understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with **sophistication**. Uses knowledge and skills in **familiar and unfamiliar** classroom and real world situations, **often with independence.***
	24-25	A-	3.7	
	21-23	B+	3.3	Produces generally high-quality work. Communicates ***secure understanding** of concepts and contexts. Demonstrates critical and creative thinking, sometimes with*

5	19-20	B	3.0	sophistication. *Uses knowledge and skills in familiar classroom and real-world situations and, **with support,** some unfamiliar real-world situations.*
4	17-18	B-	2.7	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. ***Often** demonstrates basic critical and creative thinking.* Uses knowledge and skills with **some flexibility** in familiar classroom situations, **but requires support** in unfamiliar situations.
	15-16	C+	2.3	
3	12-14	C	2.0	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. ***Begins** to demonstrate some basic critical and creative thinking.* Is **often inflexible** in the use of knowledge and skills, **requiring support even in familiar** classroom situations.
	10-11	C-	1.7	
2	6-9	NY	--	Produces work of limited quality. ***Expresses misunderstandings or significant gaps** in understanding for many concepts and contexts. **Infrequently demonstrates** critical or creative thinking. Generally **inflexible in the use of** knowledge and skills, **infrequently** applying knowledge and skills.*
1	1-5	NY	--	Produces work of very limited quality. *Conveys **many significant misunderstandings or lacks understanding of most concepts and contexts**. Very rarely demonstrates critical or creative thinking. **Very inflexible, rarely** using knowledge or skills.*
"blank"		IE	--	Insufficient evidence, teacher can not determine

Late Work

The importance of work completion is emphasized in all courses. Teachers will set and clearly communicate all due dates for assessments. Missing and incomplete work will be marked as M (missing), I (incomplete) and/or IE (insufficient evidence)[1]. The scores on assignments should not be distorted by the deduction of points for poor learning dispositions (e.g. handing in work late). Students have the opportunity to earn full academic credit for late work turned in by the deadline. Failure to attend to due dates is important and will be communicated in a student's Work Habits (MUMS) or Habit of Work (MUHS) score. Students' late work will be tracked by teachers and reported out accordingly in the Work Habits/Habits of Work score. For additional information on how missing work and late are handled at MUHS, see the Handbook of Teaching and Learning.

Progress Monitoring

Students, parents, and guardians can check on progress via the online Parent Portal. Report cards are distributed at the end of each trimester at MUMS and quarterly at MUHS.

C) Grades 11 and 12

In grades 11 and 12 the courses offered fall into one of two categories, either Middlebury Core classes (these are non-DP classes) or DP classes. Students can take a mixture of Middlebury Core classes and DP classes to meet distribution requirements for graduation. They can elect to take DP courses for MUHS credit only, for an IB certificate, and/or as part of the full IB DP

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[1] Students who receive "IE"s for scores have not completed the work, which means teachers may have insufficient evidence to support a decision as to whether or not the student is proficient.

diploma.When students are taking DP courses for MUHS credit only, they may elect to complete only the first year of the course. They are welcome to stay in the course for two years, but it is not required. For more information on this please view the Course Description Catalog or the MUHS DP Handbook (on the MUHS Website). This section provides assessment details relevant to *all* 11th and 12th grade classes. The following section provides additional information specific to the DP.

Grading & Reporting:
As in the MYP, DP and Middlebury Core courses are aligned to state standards, and summative assessments are opportunities to demonstrate proficiency measured against subject and/or course-specific criteria. Teachers may elect to identify or develop and adopt specific rubrics or may use alternative scoring tools. However, they are required to communicate clear criteria for success. Contributors to the overall grade may carry different weights. This will be clearly communicated to students at the beginning of the year. The majority of tasks that contribute to the overall grade will be summative tasks (at least 80%). Formative assessments can contribute approximately 20% to the overall grade. **Like our grade 9 and 10 system, students demonstrate what they know. They are not assessed against each other but in relation to the standards in each course.**

Additionally, DP courses will have embedded internal assessments (IAs). These are summative assessments that are required by IB. Whether students are pursuing the IB diploma or course certificate or only taking the IB course for MUHS credit, they will be assessed using DP rubrics written specifically for each IA. The DP grade boundaries will be used to convert overall scores to a letter grades. For the students in a DP class that are simply earning MUHS credit, the teacher may choose to slightly modify the IA.

Re-Assessment:
We believe that it is not in the best interest of students in upper grade level courses to offer re-assessments as a matter of practice. In the interest of preparing students for post-secondary academic work and the world of work, we do not offer re-assessments as a rule. With this said, teachers know their students. It is acceptable for a teacher to offer a re-assessment opportunity, but it should not become a pattern for a student.

Late and Missing Work:
The policy on late and missing work for Grades 11 and 12 is similar to that of the MYP; however, there are aspects that are unique to these grade levels. Please see the MUHS Teaching & Learning Handbook.

D) IB Full Diploma and Certificate Candidates
(To begin in the 2019 - 2020 school year)

Electing to Take IB Assessments
At MUHS, we intend to include as many students as possible in our DP course offerings. If students are unable to study the program in full, they are encouraged to complete as many DP courses as possible in alignment with their Personalized Learning Plan (PLP). Students

planning to earn a certificate in a DP course must enroll as such and complete all required DP assessments.

If a student decides to change enrollment status in the Diploma Program, they must communicate that they are **not** planning on pursuing the DP diploma or course certificate by the middle of their junior year. Once this decision is made it cannot be reversed (due to IB deadlines with registration).

Assessments in the Diploma Program

IB summative assessments (external and internal) are criterion-related rather than norm-referenced, which means they measure students' success in terms of identified levels of attainment rather than in relation to other students. Every DP teacher undergoes IB training to ensure that they are developing formative assessments that prepare students for IB exams (external assessments). Formative assessments in the IB diploma program emphasize helping students to judge their progress through teacher-supported self-evaluation and the regular use of rubrics published by the IBO. Other strategies include class discussions, field work, essays, oral presentations, projects, research papers, investigation workbooks, historical investigations, individual oral commentaries, multimedia presentations, etc.

Formal summative assessment in the IB Diploma Program is comprised of **internal assessments (IAs)**, which are graded by the teacher according to IB assessment criteria and moderated by the International Baccalaureate Organization (IBO), and **external assessments** which are scored by the IBO.

> **Internal Assessments (IAs):** The International Baccalaureate prescribes various internal assessments for each subject. These internal assessments vary in number according to subject and are designed to allow for students to demonstrate a degree of learner autonomy through choice of topic, methodology, and production while seeking to meet the criteria prescribed by IB. The Internal Assessments (IAs) are graded by teachers according to the IB rubric; however, samples of student work (approximately 10%, randomly selected by IBO) are sent to IB for moderation. These IAs combine with grades achieved on external assessments to form a student's overall IB score.

> **External Assessments:** External assessments for each IB subject, scored by IB examiners, are given in May of the senior year. The number of exams per subject varies. Higher level courses tend to have more assessments than standard level courses. Students must sit for the external assessment on the scheduled day of the assessment, only extreme circumstances will be recognized by IB. **There are no make-up dates for external exams.**

<div align="right">(Adapted from West Hall High School IB Assessment Policy)</div>

The IB publishes assessment criteria for each of its externally moderated exams as well as the internal assessments. **It is expected that teachers communicate these criteria to students early in the curriculum and model their assessments on these criteria.**

In addition to IB internal and external assessments all DP courses will also include assessments designed by the teacher. These assessments will include, but are not limited to, unit tests, unit projects, papers, and various forms of formative assessment.

Scheduling of Assessments
All internal assessments are scheduled by the DP Coordinator, based on feedback from the DP teachers. The internal assessment schedule is built with a focus on evenly distributing deadlines and events over the course of the two-year program. The schedule of assessments can be viewed on the MUHS website. All internal deadlines regarding assessment must be met.

Earning the Diploma
In order to receive an IB Diploma, a student must complete all assessment components for each of the six subjects and complete the TOK, EE, and CAS requirements. As prescribed by IB, each subject's internal components as well as external components combine to form a score of 1-7, with 7 being the highest. A student's score in each subject will determine whether college credit is earned, according to each college or university's transfer credit policy. Furthermore, a student must score a total of 12 points in HL classes and 9 points in SL classes and achieve a combined score of 24 points in order to earn the IB Diploma.

Theory of Knowledge (TOK) and the Extended Essay (EE) also contribute to a candidate's total score in that each is graded on a scale of A (maximum) to E (minimum). To earn an IB Diploma a student can not score an E or an N on the Extended Essay or TOK. For the IB Diploma, a maximum of 3 points is awarded for combined performance in Theory of Knowledge and the Extended Essay. The maximum total of points a student could score is 45.

Grades (Reporting and Recording)
Final course grades are determined through a varied combination of published IB Grade Boundaries, IB Grade Descriptors, traditional grading of work, and holistic review of student performance. Teachers will communicate how a final grade is determined in their course syllabi. IB assessments are scored on a 1 - 7 scale. These scores are converted to a percentage grade and incorporated into the final course grade accordingly.

For more information on the Diploma Program go to the MUHS DP Handbook, found on our website (https://www.acsdvt.org/muhs). Select the International Baccalaureate tab, then Diploma Program from the sidebar, then MUHS DP Handbook.

E. Reporting Academic Achievement: GPA and Latin Honors

In an effort to encourage rigorous coursework, reduce stress and recognize outstanding achievement, MUHS will be using the Latin honors system, requiring specific grade point averages to graduate cum laude (honors), magna cum laude (high honors) and summa cum laude (highest honors). The Latin honors system puts the focus back on the quality of education rather than one or two specific titles for individuals (Zalaznick, 2017).

GPA is computed on a 4.0 point scale for unweighted classes at the end of each semester. Numerical value for letter grades is awarded as follows:

A+ = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	

The numerical value for weighted classes (completed AP, DP Higher Level, college courses) is as follows:

A+ = 4.3	B+ = 3.6	C+ = 2.6	D+ = 1.6	F = 0
A = 4.3	B = 3.3	C = 2.3	D = 1.3	
A- = 4.0	B- = 3.0	C- = 2.0	D- = 1.0	

*Note: For the purposes of calculating GPA a score of NY on and MYP course will be considered a zero since it translates to Not Proficient.

III. Links Among Other Policies

A) **Language Policy** - Assessment of students takes into account mother-tongue proficiency. The district offers English as a Second Language (ESL) services to those students who qualify. Most IB rubrics focus more on application of content knowledge rather than specific semantics or grammar.

B) **Academic Honesty Policy** - Authentic assessment requires adherence to the Academic Honesty Policy. Students receive training and guidelines regarding the school's policies to assure that their work is their own. Anti-plagiarism software (Turnitin) is available to all faculty.

C) **Inclusion Policy** - Teachers are aware of students with special needs and will ensure that all classroom assessments will align with Individualized Education Plans (IEPs) and Section 504 accommodations. The Diploma Program Coordinator will work with IBO to provide any necessary and required accommodations on IB Internal and/or External Assessments.

IV. Monitoring and Revision

This policy was first developed during the 2017-2018 school year by a group of ACSD administrators, coordinators, and teachers. It was reviewed and updated by coordinators and administrators in January 2019. Going forward, this policy will be reviewed annually until it is deemed reviews can occur prior to each evaluation visit.

MUMS and MUHS school staff reviewed the policy in the academic year of 2018-2019. Elementary staff will review it in the spring of 2019. The assessment policy will be reviewed and updated in consultation with the whole staff prior to each IB evaluation cycle. Throughout the development of this policy, the IB standards and practices, Vermont's Education Quality Standards and proficiency-based graduation requirements, local and state assessment practices, and individual ACSD school practices were taken into account.

Appendix A: District, State & National Assessments

	Assessment	Grade Levels	When
District	Universal Screening: FAST (Formative Assessment System for Teachers)- Literacy & Mathematics	K-6th	Fall, Winter, Spring
	SAEBRS	K-6th	Fall
	STAR Reading & Math	7th, 8th, 9th	Fall, Winter, Spring *Progress monitoring as needed*
	Fountas & Pinnell Benchmark Assessment System- Literacy	K-6th	Fall, Winter, Spring
	Schoolwide writing assessment	7th, 8th	Fall, Spring
	PSAT	11th	Fall
State	Teaching Strategies (TS) Gold	PK	Ongoing
	Ready for Kindergarten! Survey (R4K!S)	K	Fall
	SBA (Smarter Balanced Assessment) - Literacy & Mathematics	3rd-6th & 9th	Spring
	Vermont State Science Assessment (VTSA)	5th, 8th, 11th	Spring
	Vermont Physical Education Assessment (VTPEA)	4th, 7th, 9th	Spring
	ELL - WIDA Online Screener	Specific K-12 students	Fall
	ELL - ACCESS 2.0	Specific K-12 students	Winter
National	National Assessment of Educational Progress (NAEP)	4th, 8th	Every other year

Assessments required by the district, state, or national government.

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