



IB Middle Years Programme



*Joseph C. Wilson Foundation Academy
Joseph C. Wilson Commencement Academy
Providing a World Class Education*

Assessment Policy Requirements

We view assessment as an essential means to identify what scholars know, understand and can apply. Assessment reveals student learning, the effectiveness of instruction, and frames future planning. Both schools believe that assessment is central to all teaching and learning. This policy supports the principles of the IB MYP through the encouragement of best practice.

Purpose of Policy: To make inquiry-based assessments clear to scholars, parents, faculty and staff, while at the same time establish a policy where scholars seek knowledge through questioning rather than seeking the “right” answer. This assessment policy’s main objective will be to report scholar mastery of content whilst providing an avenue for reflection, feedback and at the same time supporting each scholar’s individual development.

The Principles:

- 1. Inquiry-Based Assessment** is an approach to learning that involves a process of exploring the natural or material world that leads to asking questions and making discoveries in search for new understanding. Scholars take the lead on their learning development. Scholars do not simply memorize facts, but analyze the knowledge they acquire and its connection to the outside world.
- 2. Reflection and Evaluation** becomes an integral part of the evaluation process. During each unit scholars develop and monitor approaches to learning (ATL): awareness, understanding, action and reflection. These are the skills needed to become successful in all subject areas. Through self-assessment and reflection scholars become knowledgeable of their individual strengths and weaknesses. Scholars then set personal goals to address the identified areas of need and develop a plan to monitor progress toward those goals.
- 3. Authentic Assessments** require scholars to apply newly learned skills to different situations. The Middle Years Programme’s Global Contexts provide a lens through which scholars can make connections with what they have learned previously, what they are currently studying, and the world that surrounds us all.



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4. Formative Assessments are part of the instructional process. When incorporated into classroom practice, they provide the information needed to adjust teaching and learning while they are happening. Formative assessments inform both teachers and scholars about scholar understanding before summative grades are determined. Teachers and scholars can adjust teaching and learning to ensure scholars' achievement and targeted standards-based learning goals. Formative assessments are "practice." Formative assessments help teachers provide immediate feedback to scholars and determine next steps during the learning process as the instruction approaches the summative assessment of scholar learning. (Garrison, C., & Ehringhaus, M. (2007). Retrieved from <http://www.nmsa.org/Publications/WebExclusive/Assessment/tabid/1120/Default.aspx> Examples of formative assessments at Wilson include but are not limited to: observations, classroom experiences, collaborative activities, homework, learning logs, quizzes, writing samples, journaling, reflections, skill practice, fluency checks, debates, anecdotal notes, and exit slips. Common formatives used in all classes in a given subject area year will make up 40% of the scholar's grade for the course. Individual teachers may choose to modify these formatives to address student needs provided that the content, skills, and objectives align with curriculum goals. These common formatives must be scored using MYP rubrics from at least one of the four MYP criteria.

5. Summative Assessments are given at the end of a unit to determine how much scholars have learned following a sustained period of instruction. These assessments are used to determine scholar mastery of specific MYP subject objectives and help teachers determine grades. Summative assessments are a comprehensive measure of overall understanding, skill, and performance. (Stephen Chappuis and Jan Chappuis (2007). Retrieved from <http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx> Examples of summative assessments at Wilson include but are not limited to: projects, unit exams, research papers, presentations, and NYS exams. Summative assessments will make up 60% of the scholar's grade for the course.

6. Criterion-Based Evaluation: Rubrics and exemplars will be provided to and reviewed with scholars prior to the start of an academic unit. This gives scholars the opportunity to clearly understand what the expectations will be prior to the assessment. Scholar performance will be evaluated in terms of criteria that have been presented to them ahead of time (Appendix A) and based on the achievement level descriptors set out by NYS Department of Education and the IB MYP guidelines.

7. Expectations and Learning Skills: Scholar grades represent the scholar's ability to perform with respect to expectations specified in the NYS Department of Education subject guidelines and IB MYP. A scholar's demonstration of learning skills not related to such expectations will be evaluated separately and will not influence a scholar's overall grade. (Appendix A)



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Determining Marking Period Grades:

Marking period grades will be determined based on scholars' level of performance in each MYP subject specific criterion. Selected common formatives will be assessed using IB MYP rubrics and will count for 40% of the marking period grade. The summative assessment will be assessed using IB MYP rubrics and will count for 60% of the marking period grade. When two or more common formatives, or two or more summative assessments are assessed in the same assessment criterion in a given marking period, teachers will use the "Best Fit" Approach as described by IBO (see Appendix E) to determine the final assessment criterion score for that marking period. Each subject area criterion will be assessed at least twice per academic school year in order to reflect an overall grade for that subject area. MYP assessment criteria will be converted to reflect the RCSD grading policies and will appear on the scholar's report card. All grades will be accurately reflected on scholar transcripts to verify completion of NYS graduation requirements. Refer to the grade conversion chart (Appendix B).

Academic Honesty Policy:

The scholars at Joseph C. Wilson Foundation Academy and Joseph C. Wilson Commencement Academy are held to the highest standards of academic, personal, and social integrity. Grades should be an accurate indication of a scholar's own work and knowledge. Academic dishonesty is generally defined as cheating or creating a false impression of one's work and performance.

Academic honesty, integrity, and upstanding behavior are essential to the existence and growth of any academic community.

Violation of the Honor Code will be handled in accordance to the current disciplinary guidelines of Joseph C. Wilson Foundation and Commencement academies and the Rochester City School District Code of Conduct. (Appendix D)



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The following are examples of academic dishonesty that are not acceptable at Joseph C. Wilson Foundation Academy and Joseph C. Wilson Commencement Academy:

- Looking at another person's paper and copying their answers
- Talking with another scholar during a quiz or test
- Using hidden notes on a quiz or test
- Sharing information about what is on a quiz or test with other scholars
- Making up or changing actual laboratory data
- Having another person complete the assignment for you, including a tutor or your parents
- Use of electronic devices during testing

Scholars should strive to make their work original and personal. Though it is acceptable to use ideas from a cited source, information regarding references should be included within the written work as well as on a 'Works Cited' page at the end of a document. Refer to "Compiling a Works Cited Page, using MLA format": <http://www.library.cornell.edu/resrch/citmanage/mla>

Plagiarism is a form of cheating. Examples include:

1. Copying directly from the Internet, by cutting and pasting someone else's work into your work
2. Rewording someone else's words and not giving them credit for the ideas, and thereby passing someone's ideas off as your own
3. Using a foreign language translator to change work from one language to another and then using that translation as if it were in your own words
4. Turning in an old project done by you or someone else
5. Letting your partner do all of the work on a project and then putting your name on the project as if you had done an equal share of the work
6. Forging another person's signature, including a parent's signature
7. Performing any act of dishonesty in regard to your academic achievement.
8. Scholars should assume that all work, including homework, is to be done individually unless the teacher specifies otherwise.

Consequences of Academic Dishonesty:

Scholars will be assigned a behavioral consequence (please see appendix D) and will be held accountable for any missed work and learning.



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Accountability and Review

Scholars can expect a culture of accountability in the development of assessment protocols that inform their learning. Teachers work regularly in collaborative “professional learning communities” to discuss, clarify and sequence the learning targets for the class, and hence develop formative and summative assessments to measure scholar progress toward these objectives.

All teachers have an “Assessment” section on their webpage which clarifies MYP criteria for each subject and level. These can also be found in Appendix A of this policy. Assessment practices adhere to the general guidelines described by NYS Department of Education, RCSD and IB MYP.

The Heads of School will work in collaboration with parents through School Based Planning Team to develop and maintain transparency of teaching and assessment practices.

It is the IB coordinator’s responsibility to assist instructors in the implementation of the policy by providing access to key IB documents and the IB Online Curriculum Centre. It is the responsibility of the Principals to ensure compliance with the policy and to provide the staff development needed to implement the policy. Heads of school work in collaboration with parents through SBPT to develop and maintain transparency of teaching and assessment practices.

Where to find more information:

RCSD Code of Conduct

rcsdk12.org/domain/16

NY Standards and Core Curriculum

nysed.gov/ciai

IB MYP Assessment Policy

ibo.org/myp/assessment

IB DP Assessment Policy

ibo.org/diploma/assessment