



Joseph C. Wilson Commencement Academy
Providing a World Class Education



Assessment Policy Requirements

Vision:

Excellence for all students in all aspects of their development.

Mission:

Our mission is to use the International Baccalaureate (IB) philosophy to guide individual student success. This means:

- Individualized high standards for all
- Multiple pathways towards graduation including career development, Regents, dual-credit, Advanced Placement (AP), and IB Diploma Program (DP) courses
- Infusing the IB philosophy into all of our courses
- Backward mapping DP courses to ensure future success
- An international mindset that will be at the forefront of our environment and pedagogy
- Utilizing the IB approaches to learning and learner profile in all courses to develop the whole child

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. Assessment is central to all teaching and learning. This policy supports the principles of the IB 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 establishing a policy where scholars seek knowledge through questioning rather than seeing 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 of 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. Students are challenged to make connections from what they have learned and apply that to real world situations.
 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.mnsa.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. Formatives are evaluated using the same rubric language of the subject area and course to build continuity for students.
 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 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, NYS exams and are evaluated based on IB subject specific rubrics.
 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 and based on the achievement level descriptors set out by NYS Department of Education and the IB DP 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



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guidelines along with the IB DP. A student's demonstration of learning skills not related to such expectations will be evaluated separately and will not influence a student's overall grade.

Formal IB Assessments:

Throughout both years of the program, students are expected to demonstrate their learning through formal, IB-required assessments that result in final IB marks ranging from 1 to 7. Students will take IB assessments in May of the second year of the program in most subjects, along with completing internal assessments and other graded components that show the progression of their learning. Every effort is made to balance the assessments to manage student work load. These assessments focus on skills and subject content, along with showcasing student ability to work with the content material in real world applications. Teachers work within their subject areas when possible to standardize grades within the content area. Internal assessments are also moderated by the IB in order to standardize assessment scores worldwide in a consistent fashion. Paper and pencil testing that is administered in May is sent out for independent evaluation and is not scored by any teachers of the school.

Achieving the IB Diploma:

In order to achieve the IB diploma, Wilson students complete two years of study during their junior and senior years in five of the six subject areas plus one elective. Internal assessments are completed in each course and are externally moderated by the IB and make up 20-40% of the course grade. Twelfth graders sit for IB exams at the end of each course (except for arts which have other components) which makes up 60-80% of their course grade. Students are responsible for completion of the three CORE components including their extended essay and Theory of Knowledge essay with minimum grades of a D, along with participation in the TOK Exhibition and CAS and successful documentation of both. A minimum of 24 points across 6 subjects with at least 12 points coming from higher level subjects, 9 points from standard level subjects, and 3 points from TOK.

Diploma Program alignment with NYS Curriculum

Most Diploma Program scholars have completed the necessary NYS regents requirements prior to the start of their eleventh grade year. In cases where they have not, students coursework in the diploma course provides the necessary seat time for New York State, and students sit for the exams in June when necessary. Additional review materials are provided when appropriate in order to close any gaps. Students are eligible for additional help during after school study sessions and Saturday school sessions when the course content has gaps in the required units of study.



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Grade Reporting:

Teachers use PowerSchool for recording grades, which provides online daily access to students and parents to monitor progress. The district uses an alpha numeric grading structure from 0-100%, utilizing grades A-F with 65% being the cutoff for passing grades. Grades are updated regularly, and students are provided with both oral and written feedback to affirm progress, diagnose needs, evaluate achievement, and assist in accountability. 5 week progress reports are mailed home, as are report cards at the end of a 10 week marking period. Class grades are separate from end of course IB scores.

IBDP students and teachers use Managebac to keep track of Creativity, Activity, and Service accomplishments, along with being a portal for exam registrants. Students are also provided with access to the IB Reporting system so they can access their exam scores when published.

Academic Integrity Policy:

The scholars at Joseph C. Wilson Commencement Academy are held to the highest standards of academic, personal, and social integrity. Honesty and integrity are desirable character traits. 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 related to academic integrity will be handled in accordance with the current disciplinary guidelines of Joseph C. Wilson Commencement academy and the Rochester City School District Code of Conduct found here [ROCHESTER CITY SCHOOL DISTRICT CODE OF CONDUCT Policy 1400](#) and referenced on pages 18 and 31. Every effort is made to work with the student in a restorative manner in order to correct any issues and reinforce authentic student learning in ways compliant with academic integrity.

The following are examples of academic dishonesty that are not acceptable at 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



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- 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.

Scholars should strive to make their work original and personal. Though it is okay 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>

Consequences of Academic Dishonesty:

In cases where academic dishonesty is suspected, students, teachers, the Diploma Program Coordinator and the School Principal will meet to discuss the facts and circumstances. Students will be counseled regarding any missteps and with restorative approaches be given opportunities to learn from any missteps and address the academic work authentically and independently. Scholars will be held accountable for any missed work and learning during the investigation and given the appropriate time to complete them.

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 within their course description/syllabus, which clarifies criteria for each subject and level. Assessment practices adhere to the general guidelines described by NYS department of Education, RCSD and IB DP. The Heads of School will work in collaboration with parents through SBPT 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 resources on MY IB. It is the responsibility of the head of



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school 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: <https://www.rcsdk12.org/codeofconduct>
- NY Standards and Core Curriculum:
<http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements>
- IB DP Assessment Policy:
<https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>

Policy reviewed and updated March 2023 by school leadership, head of school, DP instructors, students, and school community.

Sources:

Contents based on *Programme Standards and Practices 2020, Diploma Programme: From Principles into Practice* (for use August 2015), along with *Academic Integrity* section on My IB.