



IB MYP

Assessment Policy

I. Philosophy of Assessment

Schools in the Hephzibah IB partnership follow the assessment guidelines and requirements established by the Richmond County Public Schools System (RCBOE) Board of Education policy on Grading and Reporting. As such, the schools uphold the commitment “to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes.” Grades are based on multiple and varied tasks assessments over time. Assessments are vital and drive the cycle of instruction and feedback. Ongoing formative and summative assessment provides all students opportunities to demonstrate individuals’ levels of mastery and growth; while the same assessment provide teachers opportunities to modify and adjust curricular content and instruction to meet student needs. Re-teaching and reassessment are an integral part of a rigorous instructional cycle that promotes student learning.

The philosophy and principles that form the nexus of assessment practice at Hephzibah IB partnership schools are to inform students, teachers, and families of student progress so as to measure where a student has attained mastery of skills and content, and where there is still work to be done to attain mastery.

II. Purposes of Assessment

1. To encourage appropriate student learning
2. To monitor and evaluate student progress towards meeting the local, state, and IB standards
3. To provide feedback to students, parents, teachers, and administrators
4. To assist in incorporating best practices
5. To foster positive attitudes toward learning
6. To support teacher effectiveness
7. To evaluate course suitability (AP, Honor, IB)
8. To assist in curriculum review
9. To develop and promote critical thinking skills
10. To address students’ achievement gaps
11. To provide personalized learning opportunities for students and or differentiate instruction in the classroom



III. Richmond County Public Schools Assessment Practices

Meaningful feedback on student achievement on assessments is an essential way to communicate student progress to students, families, teachers, administrators and the school system. RCBOE practices include the following:

1. Assessments vary in format and task type to collect evidence of learning, which may include presentations, performance tasks, displays, journals, projects, investigations, research reports, essays, quizzes, exit cards, and teacher/county/state designed tests.
2. A variety of methods to assess learning may include homework to evaluate learning, participation that demonstrates a skill, discussion, recitation, simulation, construction, movement, procedures for following a process, and application.
3. Re-teaching and reassessment procedures are applied consistently within and across the school each marking period in consultation with their teacher.
4. Assessment tasks are differentiated and reflect high standards for all students. Teacher collaborate with Special Education and English Language Learner colleagues to determine appropriately differentiated assessment strategies that are still standardized by grade and subject groups.
5. Assessments also include compulsory RCBOE formative and summative content-based tasks.
6. Assessments in Ninth Grade Literature and Composition, American Literature and Composition, Algebra I or Coordinate Algebra, Geometry or Analytic Geometry, Biology, Physical Science, United States History, and Economics/Business/Free Enterprise are required by Georgia State Department of Education for graduation eligibility.

IV. Common Practices for Recording and Reporting on Student Achievement

1. Teachers record assessments using an electronic grading system, Infinite Campus. Each assessment task is awarded a point value and a weight, which varies by department.
2. Parents and students may access grading reports through an online reporting system, Infinite Campus-Student Portal.
3. RCBOE report cards are issued quarterly, approximately every 45 days.
4. Teachers may record student performance using letters, numbers, or other symbols. However, report card grades remain a numeric grade, as indicated by Policy RCBOE, Grading and Reporting, using the following grading scale:
 - A. 90-100 – Outstanding level of performance
 - B. 80-89 - High level of performance
 - C. 70-79 - Acceptable level of performance
 - D. 60-69 - Minimal level of performance
 - E. 0-59 - Unacceptable level of performance

V. Common Practices for Recording and Reporting the MYP Assessment Criteria



1. Schools in the Hephzibah IB partnership do not have student work moderated, nor do they participate in MYP eAssessments.
2. Schools in the Hephzibah IB partnership communicate grading processes to students and parents through electronic means, such as school and classroom websites, and hard copy means, such as student handbooks and course syllabi.
3. During the unit planning process, teachers in all MYP subject areas develop and implement MYP assessment tasks. Those tasks align with unit objectives and with course expectations.
4. MYP assessment tasks are scored using the MYP criteria specific to each subject area. Each task is assessed using the MYP rubric specific to subject criteria and programme year. Teachers in Year 2 may assess using Year 2 or Year 3 rubrics. Teachers in Year 4 will use the Year 3 rubric during semester one and the Year 5 rubric during semester 2.
5. Students in Years 1-5 are assessed on the four MYP criteria (A, B, C, and D) two times each school year. The following table identifies all the assessed subject-specific MYP criteria:

Subject Area	A	B	C	D
Language and Literature (English, ESOL)	Analyzing	Organizing	Producing text	Using Language
Language Acquisition (French, Spanish, Chinese, ESOL)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using Language
Individuals and Societies (US History, NSL)	Knowing and Understanding	Investigating	Communicating	Thinking critically
Sciences (Biology, Chemistry)	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the impacts of science
Mathematics (Varies by student level)	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	Synthesizing and applying	Communicating	Reflecting



6. MYP Progress Reports are generated and made available to students and parents each semester. MYP Progress Reports indicate student performance levels on MYP Assessments in each subject area, using the following MYP 0-8 achievement levels:

IB 7-Point Scale	Conversion Ranges	Grade	Boundary guidelines	Descriptor
7	97—100%	7	28—32	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	93—96%	6	24—27	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.
5	84—92%	5	19—23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometime with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations
4	72—83%	4	15—18	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.
3	61—71%	3	10—14	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.



2	50—60%	2	6—9	Produces work of limited quality. Express 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	Below 50%	1	1--5	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.

7. Upon successful completion of the Personal Project, Year 5 students receive one half (.5) elective credit (CR) and an IB-issued certificate of the student's raw score. Year 5 students are registered for the Personal Project and sample projects are submitted to IB for external moderation.

VI. **Student Responsibilities:**

1. Be self-motivated learners, thinking independently, monitoring progress, and meeting all deadlines without excuses.
2. Analyze and track formative and summative assessment performance data to monitor their own progress of mastery.
3. Create goals based on performance data and devise a plan of action for obtaining those goals.
4. Arrange meetings with subject teachers to get personalized feedback on summative and internal assessments.
5. Be prepared consistently for all assessments to maximize performance and mastery and assessment scores.
6. Adhere to the Academic Honesty Policy and uphold all honor code expectations, submitting their own thoughts, ideas and opinions, as well as referencing any additional resources as needed using the appropriate citation style as prescribed by the subject area.
7. Reads, signs, and submits the student academic honesty policy/honor code expectations and agrees to uphold all components of said documents.

VII. **Teacher Responsibilities:**

1. Provide multiple opportunities for students to show mastery.



2. Analyze formative and summative assessment data to identify patterns and trends in student learning.
3. Provide data-driven instruction based on formative assessments to allow instruction to be tailored to the needs of their students.
4. Give timely and meaningful written and oral feedback on major assessments.
5. Create opportunities for peer and self-assessment to allow students to monitor their own progress of mastery.
6. Focus on the assessment of student learning rather than just teaching content.
7. Work in vertical and horizontal collaborative teams to design and assess common assessments.
8. Provide multiple opportunities for learner profile development.
9. Show an awareness of student learning modalities and needs by providing differentiated instruction in teaching and assessment style.
10. Work in collaborative teams to internally moderate assessments to ensure fair grading and adherence to IB assessment guidelines and rubrics.
11. Teachers will use each Assessment Criteria twice in an academic year

VIII. Procedures for the publication and review of this policy

This policy was last reviewed and revised in fall 2019 by the Assessment Policy Committee. The committee consists of the department heads of each subject group, the IB MYP Coordinator, and the Assistant Principal who supervises IB implementation. The policy is reviewed annually for inclusion in the student handbook.

IX. School Wide Expectations for grades 6 – 12:

1. Using a 0-8 ratings scale and school identified grade scale for all classes.
2. No portion of the grade awarded for homework completion or participation
3. All major assessments are aligned with and assessed using IB Subject Criteria
4. Gradebook categories match IB criteria*
5. The 8 always needs to be accessible and teachable
6. Rubrics are provided to student's prior (unpacking) and post (feedback) for major assessments
7. Grades are determined by looking at patterns, progress and most recent (No averaging of grades, with the exception of K&U in some departments)**
8. Students will have the opportunity to re-assess after going through the appropriate reflection and learning process and tutoring or completing required work before re-assessing as determined by the teacher. The re-assessment window is two weeks from the date of feedback being received. Students who did not complete the original assessment have two weeks from the due date/test date to submit the assessment.
9. Homework assignments should be consistently reflected on Infinite Campus as either completed, missing, or incomplete using a multiplier of 0.



10. Students will receive a second grade for performing arts during their 6th grade Language and Literature course because of the implementation of the performing arts of plays in the course.

11. Students will receive a second grade for design for 6th, 7th, and 8th grade science courses because of the implementation of the design and discovery units that are done concurrently with the class during the science class time.

*For classes that are not official IB courses, criterion and standards should be explicitly developed and explained in line with state standards and follow the 0-8 scale. 4-6 categories are recommended.

**If averaging in Knowing and Understanding, then individual learning objectives will be stated and outlined for students and students will have more than one opportunity throughout the semester to demonstrate that knowledge, including the cumulative exam for the semester.

X. Addressing the Zero Work:

1. Involve students, parents, counselors, administrators to address the concern
2. Use professional educational discretion to address each case individually
3. Generally, (unless health and family circumstances are involved), a majority of essential work must be complete in order to demonstrate learning standards.

XI. Converting Georgia Milestones

6th Grade

IB MYP/DP Score	Gradebook Grade	Georgia Milestone EOG Language Arts	Georgia Milestone EOG Mathematics	Georgia Milestone EOG Science	Georgia Milestone EOG Social Studies
8	100%	711-820	641-700	696-780	616-670
7	95%	599-710	580-640	610-695	560-615
6	90%	551-598	551-579	568-609	543-559
5	85%	525-550	525-550	525-567	525-542
4	75%	500-524	500-524	500-524	500-524
3	70%	475-499	475-500	475-499	475-500
2	65%	308-474	380-474	325-474	385-474
1	55%	140-307	285-379	175-324	295-385
0	Not attempted 0%	N/A	N/A	N/A	N/A



7th Grade

IB MYP/DP Score	Gradebook Grade	Georgia Milestone EOG Language Arts	Georgia Milestone EOG Mathematics	Georgia Milestone EOG Science	Georgia Milestone EOG Social Studies
8	100%	689-785	660-740	668-745	624-685
7	95%	592-688	580-659	589-667	564-623
6	90%	550-591	550-579	556-588	544-563
5	85%	525-549	525-549	525-555	525-543
4	75%	500-524	500-524	500-524	500-524
3	70%	475-499	475-499	475-499	475-499
2	65%	320-474	370-475	345-474	345-474
1	55%	165-319	265-370	215-344	280-474
0	Not attempted 0%	N/A	N/A	N/A	N/A

8th Grade

IB MYP/DP Score	Gradebook Grade	Georgia Milestone EOG Language Arts	Georgia Milestone EOG Mathematics	Georgia Milestone EOG Science	Georgia Milestone EOG Social Studies
8	100%	656-730	668-755	690-785	644-715
7	95%	581-655	579-667	593-689	572-643
6	90%	551-580	551-578	561-592	549-571
5	85%	525-550	525-550	525-560	525-548
4	75%	500-524	500-524	500-524	500-524
3	70%	475-499	474-499	475-499	475-499
2	65%	350-474	350-474	350-474	357-475
1	55%	225-349	275-350	175-349	240-356
0	Not attempted 0%	N/A	N/A	N/A	N/A

For iReady and Prodigy Conversion use the above conversion charts for the matching grade levels and subject areas.

XII. Principles of Assessment:



1. Assessments are varied in type and purpose but are standardized by grade and subject for consistency within subject groups
2. Students should be allowed multiple opportunities to demonstrate understanding
3. Assessment is a continuous part of the learning process
4. Assessments should align with course learning outcomes, state standards and MYP objectives
5. Clear criteria should be given to students prior to an assessment
6. Assessment feedback should be timely
7. Opportunities for reflection should be provided
8. Assessments are differentiated and modifications are made when necessary to meet the needs of all students
9. Curriculum and assessment should reflect the intercultural aspects of MYP
10. Teachers of the same course should use common assessments

XIII. Assessment Measures:

1. The measure of the assessment should be clear to students and parents before the assessment is given. Depending on the type of assessment, teachers may use a variety of measures to evaluate student success, including:
 2. Percent correct
 3. Other numerical value such as point allocation
 4. Checklist
 5. Rubrics (teacher created, task-specific, aligned to the MYP Assessment Criteria)

XIV. Assessment Practices and Method:

1. Assessment and evaluation methods and expectations are discussed with students, including the distribution of rubrics-which are clarified in student-friendly language
2. Teachers participate collaboratively in the planning, development and standardization of assessments
3. Teachers design authentic assessments that allow students to apply knowledge and skills to real-life situations
4. Whenever possible, assessments should allow for choice and differentiation MYP Assessment. For example, Teachers will allow student choice to demonstrate their mastery of the standards.
5. MYP objectives and criteria will be used during the final year of the program (10th grade year).
6. MYP assessment will be continuous with each criterion being assessed at least twice per year per subject area
7. The Personal Project will be assessed and moderated by IB.



8. Assessments should allow students to achieve the highest levels of the MYP criterion rubric being used.
9. Teachers will determine the final level of MYP achievement for each criterion in their subject area
10. The final MYP grade for each subject area, the Personal Project assessment score, and completion of community service hours with reflection will determine a student's ability to earn an MYP Certificate and Honors cord which will be presented at the end of the 10th grade year.

EOC Grade Conversion to IB 0-8 Scale

	Achievement Level 1: Beginning Learner		Achievement Level 2: Developing Learner		Achievement Level 3: Proficient Learner		Achievement Level 4: Distinguished Learner	
	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score	Scale Score	Grade Conversion Score
Ninth Grade Literature and Composition	220 to 474	0 to 67	475 to 524	68 to 79	525 to 586	80 to 91	587 to 735	92 to 100
American Literature and Composition	190 to 474	0 to 67	475 to 524	68 to 79	525 to 589	80 to 91	590 to 750	92 to 100
Coordinate Algebra	215 to 474	0 to 67	475 to 524	68 to 79	525 to 593	80 to 91	594 to 790	92 to 100
Analytic Geometry	185 to 474	0 to 67	475 to 524	68 to 79	525 to 595	80 to 91	596 to 810	92 to 100
Algebra I	200 to 474	0 to 67	475 to 524	68 to 79	525 to 593	80 to 91	594 to 785	92 to 100
Geometry	180 to 474	0 to 67	475 to 524	68 to 79	525 to 595	80 to 91	596 to 815	92 to 100
Biology	140 to 474	0 to 67	475 to 524	68 to 79	525 to 608	80 to 91	609 to 820	92 to 100
Physical Science	145 to 474	0 to 67	475 to 524	68 to 79	525 to 603	80 to 91	604 to 815	92 to 100
United States History	215 to 474	0 to 67	475 to 524	68 to 79	525 to 589	80 to 91	590 to 765	92 to 100
Economics/ Business/Free Enterprise	140 to 474	0 to 67	475 to 524	68 to 79	525 to 609	80 to 91	610 to 830	92 to 100

- Achievement Level 1 is either a 1 or 2
- Achievement Level 2 is either a 3 or 4
- Achievement Level 3 is either a 5 or 6
- Achievement Level 4 is either a 7 or 8



References

1. **Georgia Milestones End of Grade and End of Course**
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>
2. **Richmond County Board of Education Grading Policy**
<https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/70/2016-2017%20Richmond%20County%20School%20System%20Welcome%20Packet%20for%20Parents%20and%20Students.pdf>
3. **Richmond County Board of Education Retention and Promotion Policy**
<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=IHE&Sch=4137&S=4137&C=I&RevNo=1.9&T=A&Z=P&St=ADOPTED&PG=6&SN=true>
4. **Richmond County Board of Education Assessment Policy**
<https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/70/2016-2017%20Richmond%20County%20School%20System%20Welcome%20Packet%20for%20Parents%20and%20Students.pdf>
5. **MYP IB Principle Subject Guides**
<https://www.ibo.org/programmes/middle-years-programme/>
6. **IB Assessment Team:**
 - a. Tabitha Tucker-HHS Assistant Principal/IB Coordinator
 - b. Cassandra Rogers – HMS Assistant Principal/IB Coordinator
 - c. Andrea Triplett-HMS Math Teacher
 - d. Lori Ledwig-HMS ELA Teacher
 - e. Christine Rogers-HMS Individuals and Society Teacher