

# El Sereno Middle School and Woodrow Wilson High School

## Assessment Policy

### Philosophy

Traditionally, the focus on assessments has been to use them for summative evaluations. However, current research suggests that in order for assessments to have a greater impact on learning, they must first be used as formative assessments, i.e., essentially a *process* that is used by both teachers and students during instruction that provides critical feedback to inform the instructional practice and thus adjust the actual learning. Thus, formative assessment is actually a planned process, both formal and informal, that elicits evidence regarding the degree to which students have mastered a particular skill or body of knowledge, and if not, a plan for re-teaching and/or intervention to ensure student mastery. The primary purpose, then, of assessment and evaluation is to improve student learning.

As a result, assessment and evaluation at El Sereno Middle School and Wilson High School are constructed collaboratively by teachers in order to ensure that all students are supported in reaching the highest possible levels of achievement via a viable and guaranteed curriculum and ensuring common formative and summative assessments. To accomplish this, teachers are supported with tools and strategies that provide a more consistent and equitable means of assessment and reporting.

There are five forms of assessment, which are common practice at both El Sereno Middle School and Wilson High School:

- **Diagnostic Assessment** – This form of assessment helps both teachers and students identify learning needs and plan what approaches to learning require closer focus to help the students achieve.
- **Formative Assessment** – This is assessment for learning. It occurs during the learning process. It provides descriptive, timely feedback for teachers and students to monitor their efforts to make adjustments that lead to enhanced learning, and work toward successful achievement.
- **Student reflection and Self-assessment** – Providing students the opportunity to reflect and self-assess helps them become self-directed learners who are able to set, work toward, and monitor their own goals. These are meant to be diagnostic or formative.
- **Peer Assessment** – Being assessed by peers helps students gain insight into how others perceive their performance. It provides valuable feedback that students can use to monitor their efforts. Learning to assess others and provide positive constructive criticism while still being sensitive to the feelings of others is an important skill. These are meant to be diagnostic or formative.
- **Summative Assessment/Culminating Task** – This is assessment of learning. There are also three to four common summative assessments per each subject specific class. These assessments provide equity across all subject-level classes through clear and common expectations, wherein students demonstrate and document their achievements, and share them with parents and guardians to ensure continued learning.

### The IB MYP Assessment Process Years 1-5

All work of MYP students is internally assessed by teachers using a standards-based, criterion-related approach. Students are assessed according to subject level standards and use of the corresponding IB assessment criteria.

Teachers will report on the students' achievement of the level descriptors for each subject assessment criteria. When the evaluations of the various tasks have been made, teachers will be in a position to establish a final profile of achievement for each student by determining the single most appropriate level for each criterion. The final levels for each criterion must then be added together to give a final criterion levels total for each subject for each student.

## MYP Marking Practices

Students are assessed using the appropriate criteria rubrics per content area.

<b>Language and Literature (English)</b>			
<b>Criterion A</b>	<b>Analyzing</b>	Analyze text, analyze the effects of the creators choice on the audience, justify opinions and ideas, evaluate similarities and differences	<b>8</b>
<b>Criterion B</b>	<b>Organizing</b>	Employ organizational structures, organize opinions and idea, use referencing and formatting tools	<b>8</b>
<b>Criterion C</b>	<b>Producing Text</b>	Produce texts that demonstrate insight, imagination and sensitivity, make stylistic choices in terms of linguistic, literary and visual devices, select relevant details and examples to develop ideas	<b>8</b>
<b>Criterion D</b>	<b>Using Language</b>	Use appropriate and varied vocabulary, write and speak in register and style that serve context and intention, use correct grammar, syntax and punctuation, spell, write and pronounce accurately, use appropriate non-verbal communication techniques	<b>8</b>

<b>Language Acquisition (Spanish &amp; Mandarin)</b>			
<b>Criterion A</b>	<b>Comprehending spoken and visual text</b>	Listen for specific purposes and respond to show understanding, interpret visual text that is represented with spoken text, engage with the text by supporting opinion and personal response	<b>8</b>
<b>Criterion B</b>	<b>Comprehending written and visual text</b>	Read for specific purposes and respond to show understanding, interpret visual text that is represented with written text, engage with the text by supporting opinion and personal response	<b>8</b>
<b>Criterion C</b>	<b>Communicating in response to spoken, written and visual text</b>	Interact and communicate in various situations, express thoughts, feelings, ideas, opinions and information in spoken and written form, speak and write for specific purposes	<b>8</b>
<b>Criterion D</b>	<b>Using Language</b>	Organize thoughts, feelings, ideas, opinions and information in spoken and written form, develop accuracy when speaking and writing	<b>8</b>

<b>Individuals and Societies (History)</b>			
<b>Criterion A</b>	<b>Knowing &amp; Understanding</b>	Use terminology in context, demonstrate knowledge and understanding of content and concepts	<b>8</b>
<b>Criterion B</b>	<b>Investigating</b>	Formulate a clear focused research question and justify its relevance, formulate and follow an action plan to investigate the research question, use research methods to collect information, evaluate the process and results of the investigation	<b>8</b>
<b>Criterion C</b>	<b>Communicating</b>	Communicate and structure information and ideas, document sources of 8 information using a recognized convention	<b>8</b>
<b>Criterion D</b>	<b>Thinking Critically</b>	Discuss concepts, issues, models, visual representation and theories, synthesize information, analyze and evaluate sources /data using OPVL (origin, purpose, values and limitations)	<b>8</b>

<b>Math</b>			
<b>Criterion A</b>	<b>Knowing &amp; Understanding</b>	Select and apply appropriate mathematics when solving problems in familiar and unfamiliar situations in a variety of contexts	<b>8</b>
<b>Criterion B</b>	<b>Investigating Patterns</b>	Select and apply mathematical problem-solving techniques to discover patterns, describe as general rules and verify them	<b>8</b>
<b>Criterion C</b>	<b>Communicating</b>	Use appropriate mathematical language and representations, communicate mathematical lines of reasoning, organize information using a logical structure	<b>8</b>
<b>Criterion D</b>	<b>Applying Mathematics in real-world context</b>	Identify relevant elements of authentic real-life situations, select and apply mathematical strategies to reach a solution, justify the degree of accuracy and whether the solution makes sense in context of the authentic real-life situation	<b>8</b>

<b>Science</b>			
<b>Criterion A</b>	<b>Knowing and understanding</b>	Explain scientific Knowledge, apply scientific knowledge and understanding to solve problems in familiar and unfamiliar situation, analyze and evaluate information to make scientifically supported judgments	<b>8</b>
<b>Criterion B</b>	<b>Inquiring and designing</b>	Explain a problem/question to be tested by a scientific investigation, formulate a testable hypothesis and explain it using scientific reasoning, explain the variables and the how data is collected, design scientific investigation	<b>8</b>
<b>Criterion C</b>	<b>Processing and evaluating</b>	Present, interpret data and explain results using scientific reasoning, evaluate the validity of a hypothesis and method used, explain improvements or extensions to the method	<b>8</b>
<b>Criterion D</b>	<b>Reflecting on the impact of Science</b>	Explain the ways in which science is applied, discuss and evaluate implications of the use of science, apply scientific language effectively, document the work of others and sources of information used	<b>8</b>

<b>Design</b>			
<b>Criterion A</b>	<b>Inquiring and analyzing</b>	Explain and justify the need for a solution to a problem for a specified client/target audience, identify the primary and secondary research needed to develop a solution, analyze exciting products that inspire a solution to the problem, develop a design brief	<b>8</b>
<b>Criterion B</b>	<b>Developing ideas</b>	Develop a design specification with the success criteria, develop a range of feasible design ideas, present the final chosen design and justify its selection, develop accurate and detailed planning drawing/diagrams and outline the requirements for the creation of the chosen solution	<b>8</b>
<b>Criterion C</b>	<b>Creating a Solution</b>	Construct and follow a logical plan, demonstrate technical skills, justify changes made to the chosen design, present the solution	<b>8</b>
<b>Criterion D</b>	<b>Evaluating</b>	Design detailed and relevant testing methods, critically evaluate the success of the solution, explain how it could be improved and its impact on the client/target audience	<b>8</b>

<b>Arts</b>			
<b>Criterion A</b>	<b>Knowing and understanding</b>	Demonstrate knowledge and understanding of the art form studied and its role in original or displace contexts, use acquired knowledge to inform artistic decisions in the process of creating artwork	<b>8</b>
<b>Criterion B</b>	<b>Developing skills</b>	Demonstrate the acquisition and development of skills and techniques of the art studied, demonstrate the application of skills and techniques to create and present art	<b>8</b>
<b>Criterion C</b>	<b>Thinking creatively</b>	Develop a feasible, clear, imaginative and coherent artistic intention, demonstrate creative- thinking behaviors, demonstrate the exploration of ideas to shape artistic intention	<b>8</b>
<b>Criterion D</b>	<b>Responding</b>	Construct meaning and transfer learning to new settings, create an artistic response to reflect or impact the world around them, critique the artwork of self and others	<b>8</b>

<b>Physical Education</b>			
<b>Criterion A</b>	<b>Knowing and understanding</b>	Explain physical and health education knowledge, and apply it to analyze issues and solve problems in familiar and unfamiliar situations, apply physical and health terminology effectively	<b>8</b>
<b>Criterion B</b>	<b>Planning for performance</b>	Design, explain and justify plans to improve physical performance and health, analyze and evaluate the effectiveness of the plan based on the outcome	<b>8</b>
<b>Criterion C</b>	<b>Applying and performing</b>	Demonstrate and apply skills, techniques, strategies and movement concepts, analyze and apply information to perform effectively	<b>8</b>
<b>Criterion D</b>	<b>Reflecting and improving performance</b>	Explain and demonstrate strategies that enhance interpersonal skills, develop goals and apply strategies to enhance performance, analyze and evaluate performance	<b>8</b>

<b>Personal Project</b>			
<b>Criterion A</b>	<b>Investigating</b>	Define a clear goal and a global context for the project , identify prior learning and subject-specific knowledge and demonstrate research skills	<b>8</b>
<b>Criterion B</b>	<b>Planning</b>	Develop criteria for the product/outcome, plan and record development and demonstrate self-management skills	<b>8</b>
<b>Criterion C</b>	<b>Taking action</b>	Create a product/outcome in response to the goal, global context and criteria, demonstrate thinking, communication and social skills	<b>8</b>
<b>Criterion D</b>	<b>Reflecting</b>	Evaluate the quality of the product/outcome against the criteria, reflect on how completing the project has extended student's understanding of the topic , global context, and the development as IB learners	<b>8</b>

**\*Total for each course is 32**

## How do MYP scores translate to LAUSD Grades?

A final grade for each subject will be established at the end of each semester based on the appropriate criteria rubrics per content area (see above). They align with a scale so that a percentage grade can be given. All subjects receive a final grade in the range from A-D or F. See the chart below:

MYP Grade	Boundaries	Descriptor	Percentage	LAUSD Grade
1	1-5	Produces <b>work of very limited quality</b> . 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.	59% and Below	F
2	6-9	Produces <b>work of limited quality</b> . 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.	60%-69%	D
3	10-14	Produces work of an <b>acceptable quality</b> . 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	70%-79%	C
4	15-18	Produces <b>good quality work</b> . Communicates <b>basic</b> understanding of most concepts 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.	80%-85%	B
5	19-23	Produces <b>generally high-quality work</b> . Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.	86%-89%	B
6	24-27	Produces <b>high-quality, occasionally innovative work</b> . 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.	90%-95%	A
7	28-32	Produces <b>high-quality, frequently innovative work</b> . 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.	96%-100%	A

## Los Angeles Unified School District Report Cards

There are six progress reports (three per semester) and two final reports (one per semester) per year.

### Explanation of LAUSD Marking Terms

Three separate marks – subject, cooperation, and work habits – are issued for all secondary school courses.

#### CRITERIA FOR MARKS

- A. Teachers are to be thoroughly familiar with the standards addressed in courses and with Criteria for Marks.
- B. Students and parents are to receive the course description, the content standards, and the Criteria for Marks in the appropriate language.
- C. The final mark is an overall rating of the student’s work and performance that demonstrates mastery of the California content standards for the entire duration of an authorized course.
- D. The marks of “Pass/Fail” and “Credit/No Credit” are not to be used for courses offered at LAUSD secondary schools.
- E. A mark with a plus or minus sign is not to be used. Two marks with a slash are not to be used (for example: C/D or E/S).

\*Missed Work: Upon return from an excused absence, the student must be allowed to complete all missed assignments and tests.

#### LAUSD CRITERIA FOR MARKS

Academic Mark	A	B	C	D	FAIL
<b>Quality of Work</b>	Demonstrates an exemplary level of understanding of content standards and tasks.	Demonstrates a thorough understanding of the content standards and tasks.	Demonstrates an understanding of the content standards and tasks.	Demonstrates a limited understanding of the content standards and tasks.	Demonstrates an inability to understand the content standards and tasks.
<b>Interpretation and Application</b>	Demonstrates exceptional and fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates satisfactory skills in analyzing, synthesizing, and drawing inferences from observations and data or information.	Demonstrates a limited ability to analyze, synthesize, and draw inferences from observations and other data or information.	Demonstrates an incomplete and/or inaccurate analysis of data or information that has been collected.
<b>Thinking and Reasoning Skills</b>	Demonstrates an insightful and thorough use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates an insightful use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates limited use of prior knowledge and skills to create innovative ideas, products or performances.	Demonstrates incomplete use of prior knowledge/skills to create innovative ideas, products or performances.
<b>Quantity of Work</b>	Produces extra work in addition to assigned work, of both teacher-generated and self-initiated toward achieving standards for the course.	Produces extra work in addition to all assigned work, usually teacher-generated and self-initiated toward achieving standards for the course.	Produces the assigned work in achieving standards for the course.	Demonstrates a need to improve in the amount of work completed and effort expended toward achieving standards for the course.	Demonstrates no improvement of the work completed and in the effort expended toward achieving standards for the course.

<b>WORK HABITS</b>	<b>E</b>	<b>S</b>	<b>U</b>
<b>Effort</b>	Demonstrates exceptional determination in accomplishing tasks and mastering standards.	Demonstrates determination in accomplishing tasks and mastering standards.	Demonstrates little determination in accomplishing tasks and mastering standards.
<b>Responsibility</b>	Accepts complete responsibility for personal actions and demonstrates honesty, fairness, and integrity.	Accepts responsibility for personal actions and frequently demonstrates honesty, fairness, and integrity.	Accepts little responsibility for personal actions.
<b>Attendance</b>	Maintains excellent attendance record by consistently avoiding unnecessary absences or tardies.	Maintains a satisfactory attendance record by avoiding unnecessary absences or tardies.	Makes little effort to maintain a satisfactory attendance record; is frequently absent or tardy without excuses.
<b>Evaluation</b>	Makes explicit effort to examine work using both teacher-generated and self-generated criteria.	Makes effort to examine work using teacher-generated criteria.	Makes use only of teacher-generated criteria to examine work on an inconsistent basis.

<b>COOPERATION</b>	<b>E</b>	<b>S</b>	<b>U</b>
<b>Courtesy</b>	Maintains courteous relations with the teacher and other students and consistently works without disturbing others.	Demonstrates courteous relations with the teacher and other students and generally works without disturbing others.	Demonstrates discourteous behavior towards the teacher and other students and consistently lacks consideration for others.
<b>Conduct</b>	Obeys rules, respects public and personal property and actively promotes the general welfare.	Obeys rules, respects public and personal property and supports the general welfare.	Shows disregard for rules; has little respect for public and personal property and often opposes the general welfare.
<b>Improvement</b>	Assumes responsibility for personal improvement and rarely needs correction.	Tries to improve and usually accepts corrections in an objective manner.	Makes little attempt to improve and shows indifference or resistance to corrections.
<b>Class Relations</b>	Demonstrates leadership ability to work with others in a variety of situations to set and achieve goals.	Demonstrates ability to work with others in a variety of situations to set and achieve goals.	Demonstrates little ability to work with others in a variety of situations to set and achieve goals.

## Parent Teacher Conferences

Parent Teacher conferences are scheduled twice a year, once in the fall and once in the spring. A "Back to School Night" is conducted in early fall to introduce families to the Small Learning Communities, the teachers, and the course expectations. An Open House is held in the spring to showcase the work and progress that students have made in their classes.

Students are required to keep reflection portfolios to share during parent teacher conferences. Each sample of work has some form of reflection attached. The students must include two samples of work from each subject. One highlights achievement or growth. The other highlights an area the student feels needs improvement. Teachers can add supplementary entries, as desired. All subject-level PLCs determine what the content of the portfolios will be. It is the responsibility of each and every teacher to record all significant contact with parents, including phone calls, interviews and meetings that are conducted outside of the interviews scheduled on the calendar. This documentation is crucial for everyone at El Sereno Middle School and Wilson High School. A Parent Contact Record should be kept for each student.

## **The IB DP Assessment Process**

11<sup>th</sup> and 12<sup>th</sup> Grade DP Courses

Diploma Programme students are assessed both internally (moderated by IB) and externally. Key features of DP assessment include the following:

- An emphasis on criterion-related assessment (Student work is judged in relation to identified levels of attainment, rather than in relation to the work of other students)
- A distinction between formal IB assessment (internal and external) and the supporting formative processes that schools need to develop
- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it

At the beginning of each year of the programme, students and parents will receive the formal assessment (internal and external) calendar for all DP courses. The calendar will also include the due dates for Core requirements (TOK, Extended Essay, and CAS). The due dates correspond with IB deadlines and they are not negotiable. It is the teachers' and students' responsibility to ensure proper planning and compliance.

### **DP Marking Practices**

Assessment in the DP is criterion-referenced. Both teachers and IB moderators use subject-specific assessment criteria (rubrics) to score internal and external assessments. All students are introduced to these rubrics during the first year of the programme. Individual subjects, regardless of whether they are HL or SL, are assessed on a scale of 7 (the highest) through to 1 (the lowest), with a 4 constituting a "pass" in an individual subject.

All IB internal and external assessments are required to receive the IB Diploma. The maximum possible Diploma point score of 45 points is made up of 42 points for 6 subjects and 3 points for the IB Diploma Programme's Core (Extended Essay and TOK). Diplomas are awarded to successful candidates who achieve 24 points or more and have no failing conditions. A complete list of the failing conditions can be supplied upon request (see IB coordinator or counselors). Students must also complete the CAS requirement in order to be awarded the IB Diploma.

### **DP Scores and Class Grade Reporting**

DP students will receive grade reports via ManageBac, which will reflect the students' achievement in DP prescribed course requirements and Core requirements. The students will also receive LAUSD Report Cards, which will reflect the students' achievement in their daily course work, homework and additional formative and summative assessments (see page 4). All Diploma Programme, Advanced Placement, and Honors courses are weighted by the UC/Cal State system (see College Corner).

Students are notified of their official IB score for each course in mid-July after the year they complete the external exam. Official scores are sent to the colleges/universities designated by the student.



## **Resources**

IBO document, Guidelines for Developing a School Assessment Policy in the Diploma Programme

Old Mill High School, Assessment Policy

The American International School of Budapest Curriculum Guide

Los Angeles Unified School District, Bulletin 1353.1