



## **Assessment Policy**

International Baccalaureate Diploma Programme  
Jurupa Hills High School

**Jurupa Hills Vision:** Meet the demands of an ever-changing world by developing principles, knowledgeable, and empathetic citizens.

**Jurupa Hills Mission Statement:** Through a challenging curricula and rigorous assessments, we collectively develop and graduate inquiring, and knowledgeable scholars who can cultivate an indefatigable and peaceable world through intercultural understanding and interconnectedness.

### **Statement of Philosophy that Supports Student Learning:**

We believe that essential objectives drive well-written assessments, which then guide instruction and measure student learning. Objective-driven assessments provide students the opportunity to self-reflect on their progress toward achievement on DP assessment criteria while they explore content related concepts and the global contexts, as well as allow them to receive rich feedback from their instructors. Assessments are continuous and the assessment tasks, strategies, and tools are designed within the schools by the teachers to reflect the IBDP standards and rubrics. We recognize both summative and formative assessments as being integral to the teaching and learning process.

This document draws its authority from Fontana Unified School District Secondary Grading Policy (2012), IB Continuum Standards and Practices (2014), MYP from Principles to Practice (2015), and Various MYP and DP Subject Guides. It was created in collaboration with IB

teachers, the Diploma and Middle Years Program Coordinators, the IB Counselor, Site Testing Coordinator, and Department Chairpersons at JHHS



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

© International Baccalaureate Organization 2013

International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

**Purpose:** The purpose of the assessment policy is to set out the responsibilities of the students, teachers and parents, together with the school's expectations with regard to assessment tasks, to ensure the assessment process is transparent, equitable and relevant. We believe that assessment must meet the individual needs of the learners and support the holistic nature of the MYP by taking into account the unique development of the whole student. We believe that assessment throughout our programme should be used to support student learning and achievement.

**Purpose of Assessment for Teachers:**

- To enhance student learning
- To monitor the individual progress of student achievement
- To determine the effectiveness of teaching
- To guide curriculum development and review
- To guide instructional practice

**Purpose of Assessment for Students:**

- To provide consistent, timely feedback and opportunity for reflection
- To give a "time stamp" of what students know at various points in learning
- To identify strengths and weaknesses in components of the subject area
- To promote student responsibility for and ownership of learning
- To encourage students to self-advocate

**Purpose of Assessment for Parents:**

- To communicate consistent, timely feedback and opportunity for conversation
- To allow parents and teachers to work together as advocates of student learning
- To provide transparency of curriculum

**Principles of Assessment:**

- Tasks will be designed to appeal to a variety of learning styles.
- Assessments will be differentiated to account for students' diverse needs.
- Assessment tasks will be rigorous, involving critical and creative thinking skills.
- Assessment tasks will encourage transfer of skills, interdisciplinary learning, and real world contexts.
- Assessment tasks will include clear, consistent use of command terms.
- Students with identified learning needs will receive accommodations based on their learning plans.
- All work submitted for assessment must be the student's own work.
- Students will receive timely and meaningful feedback on their performance on assessment tasks.
- There is a balance between formative (ongoing throughout the unit) and summative (end of unit) assessment.

**Common Practices in Using MYP/DP Criteria and Determining Achievement Level:** To determine a student's achievement level, teachers use a criterion-related approach. This means that student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject area. It is not norm-referenced, where students are compared to each other nor is it criterion-referenced, where students must master all strands of a specific criteria at lower achievement levels before they can be considered to have achieved the next level. Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment guided by criteria that are public and transparent to determine a student's achievement level. In order to do this, teachers analyze the recent scores on criterion tasks and determine the most consistent pattern of scores.

**Types of Assessment:** Teachers assess all content areas through formative and summative assessments. In addition to quizzes and tests, other forms of assessment are utilized to provide choice and address a variety of learning styles. Students are exposed to a wide variety of assessment types (written assignments, research papers, labs, oral presentations, quizzes and tests, peer and self-assessment). Developmental Workbooks, Digital Portfolios, and Process Journals may also be used.

### **Formative Assessment**

- Interwoven within daily learning and instruction
- Allows the teacher to make necessary adjustments to teaching plans and methods; however, it is not used to determine a final MYP/DP score.
- Involves students as they reflect on their own Approaches to Learning

### **Summative Assessment**

- Designed before the unit is taught
- Occurs at the end of the teaching and learning process
- Provides students with opportunities to demonstrate what they have learned
- Addresses a variety of learning styles
- Students are given prior notification of summative assessment tasks to prepare for the assessment

**Process for Standardization of Assessment Scoring:** Grade-level and subject-area teams gather samples of student work on a variety of assessments and compare scores in order to standardize scoring on such assessments. Additionally, teachers collaborate to design summative assessments and assessment options that are utilized in schools across the programme. This process of standardization of assessment tools and scoring is ongoing among MYP/DP teachers. The process of standardization is revisited by MYP& DP Coordinators at least once per year.

## Common Practices for Recording and Reporting

- Students are assessed using the Middle Years Programme Subject Criteria and the Diploma subject specific criterion.
- Criteria from all six (*five core + design*) required subjects are assessed multiple times during the school year. DP students have Internal assessments during their Junior and Senior years as well as end of the year assessments from the IB.
- Reported MYP/DP scores are based on more than one assessment task.
- Teachers employing standards-based grading use MYP/DP Criteria for all assessments during the year.
- Teachers use the Year 5 rubric in both 9<sup>th</sup> and 10<sup>th</sup> grade. They use the designated rubric per subject for Diploma courses.
- MYP scores are awarded according to how well the student has demonstrated mastery of the published criteria, using the subject area teacher's professional judgment along with student evidence.
- Rubrics are designed by the IB and made task-specific by the teacher as the evaluation tool for formative and summative assessments and are created before the unit is taught (and possibly modified based on student input). They provide students with the criteria before the assessment task is assigned and contain specific descriptors. Rubrics are intended to provide the learner with feedback when annotated by instructor.