

The Ronald Edmonds Learning Center

An International Baccalaureate Candidate MYP School



REL C

Assessment Policy
2023-24

Programme Standards and Practices for all Programmes

- Standard C1.7 → Collaborative planning and reflection is informed by assessment of student work and learning.
- Standard C2.1 → The written curriculum is comprehensive and aligns with the requirements of the program (s).
- Standard C3.1 → Teaching and learning aligns with the requirements of the program (s).
- Standard C3.15 → Teaching and learning encourages students to demonstrate their understanding in a variety of ways.
- Standard C4.1 → Assessment at the school aligns with the requirements of the program (s).
- Standard C4.2 → The school communicates its assessment philosophy, policy, and procedures to the school community.
- Standard C4.3 → The school uses a range of strategies and tools to assess student learning.
- Standard C4.4 → The school provides students with feedback to inform and improve their thinking.
- Standard C4.5 → The school has systems for recording student progress aligned with the assessment philosophy of the program (s).
- Standard C4.6 → The school has systems for reporting student progress aligned with the assessment philosophy of the program (s).
- Standard C4.7 → The school analyses assessment data to inform teaching and learning.
- Standard C4.8 → The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- Standard C4.9 → The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the MYP community project, the MYP personal project, the DP extended essay, and the CP reflective project, depending on the program (s).

Philosophy

At The Ronald Edmonds Learning Center, we embrace the “criterion-related” approach to assessment and promote assessment practices that measure student performance against specific and transparent criteria. Teachers and students are involved in gathering, analyzing, and reflecting on students’ progress on International Baccalaureate objectives. Formative assessments are used to provide students with multiple opportunities to practice their skills and to promote a deep understanding of content; timely feedback is provided to help ensure that students understand expectations, standards, and practices. Summative assessments are used as data points within each unit to allow teachers to accurately evaluate student achievement. Though our reporting system requires that we track student work over specific grading periods, our recording of student achievement on subject-specific assessment criteria is based on the whole course and supports the holistic nature of the IBO.

Purpose

To communicate consistent, transparent, and equitable expectations to students and staff; to measure student achievement against a standardized set of subject-specific criteria; to evaluate students’ abilities to recall, adapt, and apply knowledge in a variety of contexts; to ascertain the effectiveness of instruction and guide instructional decision making; to provide feedback on the learning process; to encourage student reflection and goal setting; to accurately evaluate student performance on authentic tasks set in real-world contexts; to develop internationally-minded students who think critically about their learning.

Practice

Instruction

- In each course, aims and objectives are addressed through classroom instruction.
- Teachers use subject-specific assessment criteria to evaluate students’ understanding of the aims and objectives.
 - MAP
 - All strands of the four subject-specific assessment criteria are scored at least twice during each course.
 - Teachers record students’ achievement on criteria holistically, not strand by strand.

- In each unit, teachers use both formative and summative assessments to guide teaching and learning.
 - Formative assessment is ongoing throughout each unit and may take a variety of forms.
 - Each unit has at least one summative assessment designed to align with the aims and objectives.
 - Teachers of the same course deliver common summative assessments to ensure equity across the program.
 - Assessment tasks increase in complexity over the course of the program.
- Teachers build a shared understanding of assessment criteria.
 - Teachers participate in scoring conferences to ensure consistency in the application of assessment criteria.
 - Teachers make “best fit” judgments when assessing student achievement.
 - Teachers work with students to ensure their understanding of subject-specific assessment criteria through models, peer and self-scoring activities, and rubric reflections.
 - Teachers work to ensure the vertical alignment of assessment tasks.

Principles of Instruction

- Students are challenged by assessments that are designed by teachers, align with subject-group objectives, have real-world context, and inform the teaching and learning process.
- Students...
 - build common expectations of assessment criteria with their teachers and peers.
 - participate in formative and summative assessments in a variety of contexts.
 - receive feedback and use it to reflect on progress and set future goals.
 - transfer learning from one subject to the next
 - to develop critical and creative thinking skills.
 - engage in a yearlong consolidation of their learning through participation in the community project.
 - exhibit positive, growth-minded attitudes regarding performance.
 - practice appropriate ATL (Approaches to Learning) self-management and affective skills
- Teachers...
 - develop assessments that inform instruction, are set in real-world contexts, and align with subject-group objectives.
 - provide timely feedback to students.
 - Promoting the transfer of skills across contents
 - requires authentic performance.
 - maintain accurate records of student progress.
 - adapt instruction in response to assessment data.

Planning for Instruction

- Teachers work collaboratively on unit planners to plan assessments that align with subject-group objectives, and effectively measure students’ understanding.
- Teachers use their professional judgment to develop tasks that are rigorous, and authentic and allow students to demonstrate their learning in a variety of ways and within an array of contexts.
- Teachers intentionally plan time for students to work with assessment criteria and reflect on their personal growth and development over time.

Reporting and Grading

- Teachers use the Jupiter Ed, and diverse options of personal choice, to record grades.
- Student achievement on assessment criteria is reported in each subject group.
 - Parents can access student scores by using the “parent portal” feature of Jupiter-ed
- Teachers maintain two-way communication with parents.
 - Parents receive phone calls if their student is not passing a course.
 - Parent conferences take place twice yearly.

International Baccalaureate Programme Assessments

The Community Project

- In year three of the Middle Years Programme, students complete the community project, through which they participate in service learning.
 - Students work with supervisors throughout the year to receive feedback on their progress.
 - Students frequently reflect on their learning – including their development of approaches to learning (ATL) skills and learner profile attributes– using the process journal.
 - The community project is scored and moderated by a minimum of two teachers to ensure consistent application of assessment criteria

National, State, and County Assessments

- New York City Public Schools requires that students at RELC complete the following external assessments to ensure they are meeting state and national standards
 - MOSL (Measures of Student Learning)
 - Students complete MOSL's testing once a year.
 - New York State Exam
 - Students complete State Exams testing in Language and Literature and Math courses.
 - State exam data is used to assess formative manner to identify student strengths and weaknesses in specific areas of reading and mathematics; teachers use State Exam data to form student ability groups and to adjust instruction in the classroom.
 - NY State exam data also measures student growth over time.

Grading and Progress Reports

Middle school outcome grades are reported on a 1-8 scale.

What does the 8-point scale mean?

The 1 - 8 scale is aligned with the International Baccalaureate grading scale. As a school, we use the scale to measure a student's understanding of each given assignment. In general, level 2 is considered passing, level 5 shows a student is showing full understanding of a given standard, and levels 7-8 suggest that a student has shown understanding beyond expectations. The following section gives general descriptors to better understand what each level means.

Many standards-based schools are working with the New York City Department of Education, but currently, we are required to convert our levels into percentages. On final report cards, an 8.0 mark translates to 100%, 6.0 translates to 93%, 5.0 translates to 85%, 4.0 to 80%, 3.0 to 70%, 2.0 to 65% and 1.0 to 55%.

Grades are given four (4) times a year. Each quarter of the year is a separate grade. There is no final grade, as each semester is credit-bearing. Thus, a student can pass one term and receive credit and fail another.

In the middle grade's awards ceremony, each teacher honors an academically strong student and a student who exemplifies one of the IB (International Baccalaureate) learner profile attributes.

Grade teams have discretion in their awards.

Frequently Asked Questions

1. Will this work?

Absolutely. Outcome-based grading is not a RELC invention. Many blue-ribbon schools use outcome-

based grading, and Jupiter has plenty of experience using outcome-based grading with schools in many states. Many elementary, middle, and high schools are now also migrating to outcome-based grading.

2. Can a student still fail?

Sure. Or, as I like to say, a student can fail him or herself. If a student does not demonstrate any mastery of outcomes, nor produces any evidence that they are proficient in Falcon Habits, they can still receive a failing grade of 55.

3. How should I use Jupiter?

We strongly urge you to have an open and frank discussion with your child about Jupiter Grades. While there is tremendous power in an online grading system, it can also become a battleground or a source of anxiety. It helps to set some ground rules in your home, about how you and your child will share information on Jupiter.

4. What about students with IEPs?

While this will not mean that students with IEPs (Individualized Education Program) will struggle less, we believe that we will better be able to identify the areas they struggle in and support them through the framework of whatever additional support they receive.

5. Where can I learn more about outcomes?

Curriculum Night.

Converting MYP Scores to RELC Grades

NOTE: These conversions are meant to work with using the range grading (TBD).

Always grade with the MYP rubric first and determine the student's score according to the achievement levels on the MYP Rubric

<u>MYP Achievement Levels and Equivalent Percentages</u>	
MYP Achievement Levels	<u>RELC Percentages</u>
8 - 7	100% - 90% = A
6 - 5	89% - 80% = B
4 - 3	79% - 70% = C
2 - 1	69% - 60% = D
0	59% - 50% = E

Conversion charts

10 Point Assignment			15 Point Assignment	
MYP Achievement Levels	RELC Grades/Points		MYP Achievement Levels	RELC Grades/Points
8 - 7	10 - 9		8 - 7	15 - 13
6 - 5	9 - 8		6 - 5	13 - 12
4 - 3	8 - 7		4 - 3	12 - 11

2-1	7-6		2-1	11-9
0	6-5		0	9-7

16 Point Assignment			20 Point Assignment	
MYP Achievement Levels	RELC Grades/Points		MYP Achievement Levels	RELC Grades/Points
8-7	16-15		8-7	20-18
6-5	15-13		6-5	18-16
4-3	13-11.5		4-3	16-14
2-1	11.5-9.5		2-1	14-11
0	9.5-8		0	11-10

25 Point Assignment			30 Point Assignment	
MYP Achievement Levels	RELC Grades/Points		MYP Achievement Levels	RELC Grades/Points
8-7	25-23		8-7	30-27
6-5	23-20		6-5	27-24
4-3	20-18		4-3	24-21
2-1	18-15		2-1	21-18
0	15-12		0	18-15

35 Point Assignment			40 Point Assignment	
MYP Achievement Levels	RELC Grades/Points		MYP Achievement Levels	RELC Grades/Points
8-7	35-31.5		8-7	40-36
6-5	31.5-28		6-5	36-32
4-3	28-24.5		4-3	32-28
2-1	24.5-21		2-1	28-24
0	21-17		0	24-20

50 Point Assignment		100 Point Assignment	
MYP Achievement Levels	RELC Grades/Points	MYP Achievement Levels	RELC Grades/Points
8 - 7	50 - 45	8 - 7	100 - 90
6 - 5	45 - 40	6 - 5	90 - 80
4 - 3	40 - 35	4 - 3	80 - 70
2 - 1	35 - 30	2 - 1	70 - 60
0	30 - 25	0	60 - 50

Policy Review Process:

A steering committee will review the assessment policy annually. It will be revised as needed to reflect current best practices. Once the policy has been reviewed and revised by the steering committee, it will be shared with the program pedagogical leadership teams for final notes and feedback. Upon completion, the policies will be shared with all stakeholders.

All policies will be published on the school website where they can be accessed by students and community members.

Assessment Steering Committee:

Ghany Alexander: MYP Coordinator
Carmen Coward: MYP Language & Literature Teacher
Tiffani Davis: MYP Individuals & Societies Teacher
Nathan Matsui: CP Coordinator
Tamika Thomas-Murray: MYP Science Teacher/ Peer Collaborative Teacher
Tayzah Peeples: MYP SPED/Language & Literature Teacher
Carlos Vargas: MYP Individuals & Societies Teacher/UFT Chapter Leader
Tiffany Pierre: MYP Guidance Counselor
Jasmyn Washington: MYP Visual Arts Teacher

The final policy was shared with all teachers during a professional development session devoted to developing an understanding of all school policies. In the future, teachers will continue to receive annual professional development in all school policies.

This policy has also been posted on the RELC website along with the RELC Academic Integrity Policy, RELC Inclusion Policy, and RELC Language Policy.

Each year in June immediately following the end of the school year, this policy will be revisited using data from the closing school year, new research, and input from all representatives and revised accordingly. The updated policy will again be posted on the RELC website.

As with other RELC information, students and parents who are new to RELC will be made aware of all four school policies.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

The Ronald Edmonds Learning Center is a candidate school* for the MYP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy—a commitment to high-quality, challenging, international education that we believe is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programs: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP).

Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programs, visit <http://www.ibo.org>.