



Ronald Reagan Assessment Policy

INTRODUCTION

Assessment in an IB world school is the process by which a learner's skills and knowledge are checked by the IB teacher in order to evaluate what they have learned, or in the case of assessment tasks how they are performing against the criteria they are required to demonstrate. Assessment at Reagan High School will ensure that the measurement of learning:

- is measured through student progress toward proficiency of the Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP).
- utilizes the IB Criteria designated in the IB Subject Guides, in a Standards-Based Grading format where students are offered multiple opportunities to provide evidence of mastery towards the criteria.
- is supported by the curricular goals of the IB framework and associated concepts (Learner Profile, Approaches to Learning, Global Contexts, etc.)
- is aligned to the district mandates and IB requirements. It is also aligned vertically and horizontally by IB planning team and within departments.
- is rigorous through teacher decision-making that is data-driven.

PURPOSE OF ASSESSMENT:

As an International Baccalaureate School, the purpose of assessment at Reagan High School is to measure student progress toward proficiency based on the IB criteria of the MYP, DP and CP. Students are presented with the Criteria (standards) of the course and offered multiple opportunities to provide evidence of mastery towards them. The Middle Years Programme offered in Grades 9 and 10 lay the academic foundation for the Diploma and Career classes offered in grades 11 and 12. It is Reagan's goal to ensure that Diploma students are well prepared for the IB exams that they take at the end of their junior or senior year. These exams require high level thinking skills, as well as an understanding of the world on a local, national and international level. The aim of the school's Diploma Programme assessment is the support of the curricular goals to encourage appropriate student learning. Students who are successful in classes at Reagan, as well as on the IB exams, graduate with a huge advantage over other students. Reagan students are well prepared for the rigor of college and life itself. Students receiving grades of 4 or above on IB exams (on a scale of 1-7) are eligible for college credit depending on the institution at which they choose to continue their studies. In order to best accomplish an authentic assessment of student skills, Reagan High School has adopted a system of grading using Standards Based Grading based on the criteria put forth in the IB MYP, DP and CP course guides. Practices and evidence combine to allow students, teachers and parents to be informed of the strengths and areas of improvement in the student's academic progression.

PRINCIPLES OF ASSESSMENT AT REAGAN HIGH SCHOOL:

Authentic: Reagan ensures that the assessment is the learner's own work as it is produced before the teacher or followed by the teacher. Reagan also ensures that tasks students complete mirror some of the activities they may do in real life.

Valid: The method of assessment, as well as the evidence from the assessment, has to allow the learner to demonstrate the highest achievement aligned to the criteria being used to assess the task.

Reliable: The assessment, as well as the evidence, should meet standardization across grade level and a monitoring system that provides feedback to teachers.

Purposeful: The assessment must be fit for the learner and the learning, but it also must meet the skills that allow students to be college and career ready.

FORMS / TYPES OF ASSESSMENT:

Formative assessment: This assessment for learning allows students in all MYP, DP and CP classes to learn the concepts, contexts and explore inquiry questions. They will receive feedback on their learning before, during and after instruction, and self-monitor their own progress toward the learning goal. Some examples include: reflections, peer review, discussion, thumbs up/down, exit slips, and homework review.

Summative Assessment: This assessment of learning checks students' understanding by measuring it against the IB criteria for the subject and reported in the online grading program, Infinite Campus. These criteria are shared with students and stakeholders. This not only helps measure the learning outcomes that have been achieved by the learner and inform the next steps in teaching.

ASSESSMENT PHILOSOPHY

Reagan complies in total with the Assessment Philosophy of the International Baccalaureate. MYP, DP and CP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these objectives aligned in the IB subject:

- analyzing and presenting information in all subject areas
- evaluating and constructing arguments in all subject areas
- solving problems creatively using real life situations
- retaining knowledge
- understanding key concepts
- applying standard methods
- answering test questions based on conceptual and debatable questions

Assessment tasks are designed to support and encourage good classroom teaching and learning.

Student results are determined by performance against set standards, as defined by IB.

[\(https://ibo.org/programmes/diploma-programme/assessment-and-exams/\)](https://ibo.org/programmes/diploma-programme/assessment-and-exams/)

ASSESSMENT RECORDING AND REPORTING PROCEDURES

Reagan offers a full range of IB courses with grades 9 and 10 comprising the IB Middle Years Programme and grades 11 and 12 comprising the Diploma and Career-related Programmes. Reagan gathers both formative and summative assessment data within the guidelines established by the Milwaukee Public Schools (MPS) district, in concert with best practices and requirements of the IB Middle Years, Diploma and Career-related

Programmes. The foundation of integrating the MYP, DP and CP assessment policies with district mandates is to ensure that assessment of student work is carried out using a criterion-referenced approach. In addition, there is an emphasis on the use of authentic assessment so that learning activities related to real-life skills are used to assess student competency. The following is a detailed summary of district mandated assessment.

Mandated district assessments are summarized below:

Grade Level	Assessment	Dates
9-12	STAR testing	As needed
10 & 11	PSAT Test	October
9-12	ELL ACCESS Test <i>Ensures accurate placement of ELL students in Bilingual or ESL Programming</i>	December through February
9 & 10	ACT Aspire Testing	April-May
10	FORWARD Test	April-May
11	ACT Test	February/March

Results of mandated district assessments are recorded through the Wisconsin Student Assessment System. Parent reporting of district assessments is handled through state-generated reports that are sent to parents.

Types of assessment vary according to the course objectives, however the IB Criterion Level totals (point scale) and criterion rubrics provide the foundation for determining student proficiency at Reagan High School. In cases where more than one teacher is involved in one subject for a single year, the school works to ensure that internal standardization is used to provide a common system for the application of the assessment criteria to each student. That internal standardization is achieved through the use of common assessments and consistent collaboration and communication between the teachers. Students with disabilities and English Language Learners (ELL) are graded on a consistent application of the assessment criteria and no standard is altered for any subgroup of students in the MYP, DP or CP.

All Reagan High School students are provided with:

1. Clear written descriptions of how formal assessments are conducted.
2. Teaching tools such as rubrics, checklists, observations, journals, are used to support assessment.
3. The opportunity to practice with no penalties attached to the practice work.
4. Formative and summative assessments that may serve as evidence towards a grade.
5. Descriptive feedback that will address student’s progress toward meeting the criteria. Students will receive one of the following grades for their evidence (quizzes, tests, projects, papers, labs, presentations, oral commentaries, anecdotal observations and more), which is translated into a corresponding letter grade at the end of each semester for report cards and transcripts (see chart on p. 5).

Advanced: The student exhibits exceptional mastery of the course criteria.

Proficient: The student provides evidence of mastery of the course criteria.

Basic: The student provides evidence of a beginning understanding of the course criteria.

Minimal: The student attempts the task but provides no evidence of mastery of the criteria.

STUDENTS WITH DISABILITIES

Students with disabilities may receive annotated grade reports that reflect progress in legally mandated Individual Education Plans (IEPs). Diploma and Career-Related students with IEPs are allowed accommodations that align with their IEPs. The IEP provides the final basis for determining proficiency of students with disabilities in the MPS district. All students with IEPs may choose to participate in May IB

examinations for the IB courses they are enrolled in, and a Request for Inclusive Arrangements is filed with the IBO. If a student's IEP restrictions are such that the student is unable to meet the course criteria specified by the IB, then that student may be enrolled in a proficiency-based version of the course. Students with IEPs and English Language Learners are judged against the same subject specific rigorous assessment criteria. However, their assessment tasks may be modified based on their individualized educational plan (IEP). Please see the document *Special Education Needs Policy* for more information.

GRADING AND MARKING: PRACTICE AND EVIDENCE

Assessment is recognized as an essential part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration. Students' learning is promoted through:

- Assessing prior knowledge and experience
- Differentiating instruction to meet individual needs
- Engaging learners in reflection to determine strengths and weaknesses and to set goals
- Providing feedback for students
- Expanding student learning opportunities
- Building a profile of student's understanding

Teachers provide opportunities for students to do practice work which guides instruction necessary to become competent in the particular skill being presented in class. This can include homework assigned to students. The grades from this work are not counted toward the final assessment grade as they once were in systems of old, but rather act as a tool for both teacher and student to improve learning. If a student does not do well on a practice assignment, there is no penalty. He is able to try again and again until he is able to completely meet the competency criteria. After the teacher works with students giving several practices for each competency skill being assessed, a piece of evidence showing the students' competency is required. Evidence can take the form of a written assessment, a classroom discussion, class presentation, or other forms that allow the students to demonstrate their level of understanding. As new evidence is collected, scores on old evidence are replaced, providing a cycle of continuous improvement and monitoring. Again, rubrics and peer evaluations play key roles in giving descriptive feedback to the students.

Only evidence is recorded in the grade book. If the student does not do well in showing evidence of competency, per MPS policy he is able to continue to re-do another piece of evidence for up to three weeks from the return date of the evidence, until the necessary level of competency is reached. New evidence replaces old evidence, so students are motivated to continue working on a concept until a proficient or advanced level is reached. This system produces high levels of student engagement in learning and ensures that the final grade actually reports what the students know and how well they perform the criteria/standards. If there are extenuating circumstances, the teacher may choose to exempt a piece of evidence if he/she believes the evidence does not accurately show what the student currently knows or is able to do. There is no penalty for low performance at the beginning of studying an objective; students are assessed on their highest level attained in the process, not an average of all grades. This focus on continuous improvement helps to build self-efficacy in all students.

REPORTING

Milwaukee Public Schools has an online gradebook system (Infinite Campus) so that parents and students are able to access their grades on a daily basis. Continuous monitoring of student progress is available through the IC Parent Portal on the district website link. Printed interim reports with comments and snapshot grades are sent to parents/guardians every 4-6 weeks and printed semester report cards are sent home in January and May. Approaches to Learning (ATL's) are highlighted in discussing the student's academic progress and students are regularly asked to reflect on their own perception of their strengths and weaknesses while preparing for written reports.

Parent/teacher conferences are held twice yearly, once in each semester, and parents are welcomed and encouraged to conference with teachers at any time they feel necessary. Meetings with parents, students and the student's entire cohort of teachers occur regularly when a student is having difficulty with his/her classes. Additionally, staff supports students throughout the year by progress monitoring their grades. Students meet with their Academic Career Planning (ACP) teachers at least once per two weeks to review their grades and support strategies. Additionally, our school has built a comprehensive academic intervention involving the classroom teacher, counselor, IB coordinator, and administrator to support the learner.

Minimal, Basic, Proficient and Advanced grades will be converted into a value of 1-4 and then translated into the traditional A, B, C, D, U grades for report cards and transcripts. See chart below. Additionally, the district outlines the steps to ensure the implementation of standards-based grading on report card and transcript letter grades.

Standards-Based Grading Scale	Corresponding IB Achievement Level	Infinite Campus Value	Report Card & Transcript Letter Grade*
AD = Advanced	7-8	4	A = 3.405 - 4.0
PR = Proficient	5-6	3	B = 2.745 - 3.4
BA = Basic	3-4	2	C = 2.145 - 2.74
MI = Minimal	1-2	1	D = 1.595 - 2.14
0 = No evidence	0	0	U = 0 -1.59

*Based on rollup average of all criteria. Calculated by assigning the following values for each criteria:

AD: 4

PR: 3.20

BA: 2.10

MI: 1.10

In addition to the individual grades given to students, an overall study of the DP May IB exam results are reported to the school staff and parent community. The results are broken down by assessment and that information is shared on the Reagan staff landing page which is available to all staff members. A summary of test results is also printed in the parent newspaper, The Husky Herald. In addition to this, the Wisconsin Association of IB World Schools (WAIBWS) IB Coordinators report their school results at the subject-specific roundtables that are held for DP teachers of each subject area.

Reagan uses the IB Approaches to Learning (ATL), incorporated in Infinite Campus report card for all subjects. The ATL skills reported are: Communication, Research, Self-management, Social, and Thinking. Student's progress toward mastery of these ATL skills is indicated with the following criteria:

Exceeding(4): The student consistently and effectively works above grade level learning objectives.

Meeting(3): The student independently works at grade level.

In progress(2): The student asks for minimal teacher support to meet grade level learning objectives.

Limited progress(1): The student requires significant teacher support and has difficulty working towards grade level learning objectives.

ROLES AND RESPONSIBILITIES

It is recognized that the review and revision process of school policies is vital to their effectiveness in implementation. As such, the IB Coordinators will lead efforts annually to review and revise this policy as needed, with collaboration of the school's leadership team, and communication to the staff and community. Teachers are responsible for understanding the role assessment plays in their IB classes, and are supported through IB training for their subject(s), as well as other resources and support as needed.

PLAGIARISM

It is the responsibility of all IB students to follow all Academic Honesty procedures laid out in various IB documents. It is the responsibility of all teaching & non-teaching staff to ensure that students are holistically made aware of what constitutes plagiarism, as well as the consequences of their actions. For more information, please see the *Academic Honesty Policy*.