

KAISER COMPLEX IBMYP FACULTY
Kaiser Complex... World C.L.A.S.S. Education for All
Commitment, Leadership, Achievement, Stewardship, Service
(Reviewed and revised by KHS & NVMS Sept. 27, 2018)

Kaiser High Vision and Mission:

Vision: Global citizens and lifelong learners.

Mission: Provide a holistic education that enables student to strive for excellence, communicate effectively, and be caring and open-minded members of our local and global communities.

Niu Valley Vision and Mission:

Vision: We envision a generation of young adults with the compassion, competence, and character to succeed in a global community to make a better world.

Mission: We provide a rigorous, relevant, holistic education where all students learn to become a positive change in the world.

#makeyourmark

#inspirepassion

#bethechange

Kaiser Complex IBMYP Philosophy:

Learners are the heartbeat of our school. We believe that every learner, student and adult, is charged with realizing his/her full potential. Learning is valued and purposeful. Learners continually grow and contribute to our global society.

The 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 programmes of international education and rigorous assessment.

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

Assessment Policy for

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Self-directed, responsible learners strive for excellence and continue to be successful. One indicator of success is viewed through student achievement.

Assessment Philosophy

We strongly believe that assessment is an integral part of learning where effective assessment practices improve learning and instruction. An array of internal, external, formative and summative assessment opportunities are provided to ensure maximum learning and effective teaching. All learners are active participants in the assessment process.

Beliefs and Guiding Principles

Assessment is learner centered.

- Assessment process provides reflective opportunities for self-improvement.
- Assessment practices take into account different learning styles, abilities, and aptitudes.
- Assessment provides opportunities to be self-reliant and think meta-cognitively about the learning process.

Assessment is collaborative.

- Assessment enables ongoing collaborative reflection between all stakeholders, recognizing that each plays a role in the learning process.
- Assessment practices enable a shared understanding of learning targets and assessment methods.

Assessment is meaningful.

- Assessment process provides on-going, clear and timely feedback.
- Assessment is authentic and provides opportunities for learners to demonstrate what they know, understand and can do.

Roles and Responsibilities

All stakeholders have a responsibility to be active partners in the assessment process.

Student will:

- Embrace each assessment as an opportunity for learning.
- Produce original work or reference the work of others.
- Generate and apply meaningful and constructive feedback for themselves and others.

Parent/Community will:

- Embrace each assessment as an opportunity for learning.
- Provide support and encouragement to learners.

Teacher will:

- Embrace each assessment as an opportunity for learning.
- Provide multiple assessment opportunities and reflect upon assessment results in order to inform instruction.
- Use mutually agreed upon tools to ensure consistent recording and reporting of learning progress.

Administration will:

- Embrace each assessment as an opportunity for learning.
- Provide learning opportunities for school improvement.

Purposes and Types of Assessment

Assessment OF Learning:

- A. *Answers the question:* How much have students learned as of a particular point in time?
- B. External assessments include assessments such as the final assessments in year 5 of IBMYP, HSA, SBA, NAEP, PSAT, SAT, ACT, etc.
- C. Internal assessments include teacher-determined summative assessments:
 1. Are accompanied by a number or letter grade
 2. Compare one student's achievement with objectives and/or standards
 3. Can be communicated to the student and parents
 4. Occur at the end of the learning unit

Assessment FOR Learning:

- A. *Answers the question:* How can teachers and students use assessment information to increase learning?
- B. Comprised of two phases_ initial or diagnostic assessment and formative assessment
 1. Diagnostic assessment
 - a. Determines what a student does and does not know about a topic
 - b. Determines student's learning preferences and interests
 - c. Occurs at the beginning of a unit of study
 2. Formative assessment
 - a. Informs subsequent phases of instruction
 - b. Includes a variety of information sources (e.g., portfolios, works in progress, teacher's observation, conversation)
 - c. Provides verbal or written feedback to student
 - d. assigns a mark or provides feedback; no score or grade
 - e. Occurs throughout the learning process

Assessment AS Learning:

- A. *Answers the question:* How am I doing as the learner and how can I do better?
- B. Empowers student to self-assesses learning and take responsibility for moving his or her thinking forward (metacognition)
- C. Occurs throughout the learning process

Assessment Methods

A range of assessment methods is used to assess learning. Assessments selected for specific tasks are aligned to learning targets or standards and provide an accurate picture of learning. Learners are informed about the learning targets, criteria for success, and the assessment methods. According to Classroom Assessment for Student Learning: Doing It Right-Using It Well, by R. Stiggins, J. Arter, J. Chappuis, and S. Chappuis (2006), assessment methods are categorized into four types:

- Selected response (multiple choice, short answer, fill in the blanks)
- Extended written response (constructed written response to a question or task)
- Performance (producing, creating a product)
- Personal communication (information gathering through personal communication: observations, interviews)

Grading Policy for
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The Kaiser Complex IBMYP Faculty Grading Policy reflects the requirements of Hawaii's Board of Education (BOE) and the framework detailed in the International Baccalaureate Middle Years Programme (IBMYP).

Specifically, IBMYP criteria-based assessment, standards-based practices and protocols of both the Hawaii Content Performance Standards (HCPS III) and Common Core State Standards (CCSS) are followed.

In keeping with the requirements of Hawaii's BOE, A-F quarter, semester, and final grades are issued in the form of a State of Hawai'i report card. Quarterly issued report cards are evidence of students' progress in meeting MYP objectives/criteria; these quarterly report card grades are based on the levels achieved in the objectives/criteria in each subject. Teachers record students' IBMYP scores which determine (or inform) DOE required A-F grades.

Academic grades are based on summative tasks and assessments; this form of assessment determines the degree to which students demonstrate mastery of standards and IBMYP objectives.

Summative tasks include reports, projects, research papers, and other tasks that may or may not be completed in class; these tasks are scored based on criteria-based rubrics and the scores are used to determine students' academic grade.

Formative tasks include homework, classwork, reflection, and observation, these tasks check for students' understanding and progress. Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and help students achieve their potential.

In accordance with promoting the concept of educating the whole child, character and behavioral performance are supported; however, grades are a reflection of academic growth and progress.

Roles and Responsibilities

Teachers will:

- Report IBMYP progress to students and parents through forms such as, but not limited to, online grading programs, and/or progress reports.
- Keep ongoing and up-to-date records of all formative and summative tasks.
- Comply with DOE report card requirements by issuing traditional A-F grades through eSIS

Students will:

- Utilize the planner as an organizational tool to improve overall achievement
- Complete all tasks, to the best of their ability, to build a foundation of knowledge, understanding and skills to help them achieve success on summative assessments
- Use feedback on tasks to help achieve success on summative assessments
- Continuously monitor and reflect upon their learning
- Share their IBMYP progress with parents

Parents will:

- Monitor their child's learning progress
- Support their child's learning by utilizing the student planner to monitor homework completion, communicate learning progress and challenges with their child and teacher(s)
- Understand the purpose of standards-based/criterion-referenced assessment

Administrators will:

- Reinforce the school's assessment and grading policies
- Maintain open lines of communication with all stakeholders
- Provide support for teachers to implement school policies

Academic Goals

Quarter, semester and year-end grades are primarily derived from the student's summative task achievement scores. Summative tasks are scored using task specific, International Baccalaureate Middle Years Program (IBMYP) 8-point standards-based criterion rubrics. A score is awarded based on the attainment of the objective(s) and standards as indicated by the criterion-based rubric. Multiple summative tasks are assigned which collectively determine the end of quarter letter grade, Quarter grades are based on the achievement level of the selected IBMYP objectives and content area standards for a subject during the grading period. Quarter and Semester DOE report card letter grades indicate learning achievement progress while the Year letter grade indicates final achievement level.

From IBMYP Assessment to DOE Grade Reporting



Grade Descriptor	Learning achievement statement	DOE Grade
<p>The student:</p> <ul style="list-style-type: none"> ● has a consistent and thorough understanding of the required knowledge and skills ● has the ability to apply the skills to a wide variety of situations, including unfamiliar situations ● consistently demonstrates evidence of analysis, synthesis, and evaluation ● consistently demonstrates originality and insight ● always produces work of high quality 	Summative learning evidence indicates strong understanding and application of content and skills; fully and consistently meets all of the identified objectives and standards for the grading period.	A
<p>The student:</p> <ul style="list-style-type: none"> ● has a consistent and thorough understanding of the required knowledge and skills ● has the ability to apply the skills to a variety of situations ● generally demonstrates evidence of analysis, synthesis, and evaluation ● occasionally demonstrates originality and insight 	Summative learning evidence indicates good understanding and application of content and skills; consistently meets most of the identified objectives and standards for the grading period.	B
<p>The student:</p> <ul style="list-style-type: none"> ● has a general understanding of the required knowledge and skills ● has the ability to apply the skills effectively in familiar situations ● occasionally demonstrates evidence of analysis, synthesis, and evaluation 	Summative learning evidence indicates satisfactory understanding of content and skills; meets some of the identified objectives and standards for the grading period.	C
<p>The student:</p> <ul style="list-style-type: none"> ● has a limited understanding of the required knowledge and skills ● has the ability to apply the skills only in familiar situations with support ● generally demonstrates limited achievement against most objectives or clear difficulties in some areas. 	Summative learning evidence indicates a lack of understanding of content and skills; inconsistently and barely meets the identified objectives and standards for the grading period.	D
<p>The student:</p> <ul style="list-style-type: none"> ● has difficulty in understanding the required knowledge and skills ● is unable to apply the skills fully in familiar situations even with support ● consistently demonstrates very limited achievement against most objectives 	Summative learning evidence does not demonstrate understanding of content and skills (very little or no evidence); does not meet the identified objectives and standards for the grading period.	F

Communication is key for success. Tools that support communication for success may include, but are not limited to, use of the student planner and use of tracking or record sheets by individual teachers. Individual Parent-Teacher conferences can be requested via the grade level counselor.

Frequently Asked Questions:

- *What's the difference between a mark, score, and grade?*

Formative work (daily assignments, homework, class activities) is judged with **marks**. Summative tasks are assessed with numeric IBMYP (0-8) rubric **scores**. Letter **grades** (A-F) are awarded at the end of the quarter, semester, and year.

- *What if an assignment is not completed during the quarter?*

Formative assignments are judged by marks and therefore, do not directly determine the end of the quarter grade. Summative tasks, including projects, are assessed with scores and need to be completed as the scores are used to determine the quarter grade. Multiple summative tasks are assigned within the quarter.

- *Will marks or scores be lowered if assignments are submitted late?*

Assignments are assessed according to objectives. Assignments, tasks, and projects are to be completed by the due date. On occasion, assignments may be turned in within a reasonable amount of time (1-2 days late) after the due date. The student needs to consult with the teacher to arrange for such circumstances when extended time is needed to complete assignment(s).

- *Can an assignment be redone?*

Assignments can be redone for the purpose of ensuring understanding. The student will need to discuss this with the teacher.

- *What kind of help is provided to improve an assignment?*

Constructive feedback, both oral and written, is provided to the student based on completion of identified assignments and tasks. Task sheets and rubrics are also provided to support student learning.

- *How are quarter grades determined?*

Quarter grades are a result of cumulative summative scores awarded within the quarter. Grades are determined by considering summative tasks' consistency in meeting criteria as well as improved progress within the quarter. Multiple summative tasks are assigned each quarter. Summative scores are not averaged to determine the end of the quarter grade.

- *How are semester and year grades determined?*

Semester and year grades are determined in a similar way that quarter grades are derived. The semester grade is determined by the cumulative progress of the two quarters (first and second quarters for semester one; third and fourth quarters for semester two). The year grade is determined by the cumulative progress of the two semesters with more emphasis on the second semester.

Both summative and formative scores and marks are determined by attainment of criteria or objectives. It is expected that all students demonstrate the Learner Profile attributes, the General Learner Outcomes, (GLOs), act responsibly, and diligently maximize learning opportunities in order to meet learning objectives, standards, goals, or expectations. These behaviors better prepare students for college and career beyond the middle school classroom.

Appendix

Course Specifics:

• **Learning targets** -(what is being assessed) aligned to IBMYP criterion, the IB Learner Profile, General Learner Outcomes, Hawaii Content and Performance Standards and Benchmarks, Common Core State Standards, and other content specific standards. Criteria for success - (the standard or rule on which a judgment or decision can be based) describes the quality of work expected.

• **Methods of assessments** - (how the learning will be assessed) aligned to targets and criteria. Assessment Tools Include, but are not limited to: anecdotal records, teacher commentary or notations made regarding student progress learning progressions, rubrics or scoring guides, anchor papers or models of work at different levels.

• **Formative Tasks**- Formative tasks are the classroom activities, assignments, and homework necessary to build the knowledge, understanding, and skills needed to meet the objectives of the summative tasks. These are the building blocks for successful achievement of the summative tasks. Completion of these formative tasks is important as it demonstrates a student's understanding as well as indicates areas of need. In some cases, opportunities are afforded to redo a formative task as needed to ensure understanding that leads to mastery. Although formative marks are not directly used to determine a grade, these marks are considered in the student's progression and performance. Formative marks are indicated by:

Formative Task Markings Implemented 2013-2014 SY

+ Met task-specific criteria; demonstrates in-depth thinking and understanding. "I can teach others."

√ Met task-specific criteria; demonstrates basic understanding. "I know and understand."

Δ Task-specific criteria are not met yet; demonstrates partial understanding or task is incomplete. "I need more practice or I need to seek assistance or I need to redo this assignment."

∅ Barely attempted or did not do or "I need to redo this assignment."