



International Baccalaureate Program

at Myers Park High School

Assessment Policy

Philosophy of assessment that supports student growth and learning at Myers Park

We believe that teaching, learning and assessment are interdependent. The chief purpose of assessment is to permit all students to develop to their full potential by knowing where they are in their learning and what they have to do in order to continue to make high-quality progress. The assessment policy also informs others as appropriate-- parents, administrators, Charlotte Mecklenburg Schools and the North Carolina Department of Public Instruction.

Qualities of Assessments:

Our assessments are ongoing, and we use formative and summative assessments in all content areas. Assessments are reflective of a range of content and critical thinking skills. Assessments are often open-ended, collaborative, or project. Students are encouraged to go beyond memorization of facts and explain their thinking process. Additional learning opportunities will be provided for students who do not demonstrate mastery of the assessed curriculum (80% or greater) in addition to the opportunity to reassess up to an 80%.

Assessment Procedures and Practices

CMS Students in IB MYP and DP Programs are graded using

The CMS Grading Scale:

- 90-100 =A
- 80-89 =B
- 70-79 =C
- 60-69 =D
- 59 or below =F

Myers Park teachers follow the CMS district grading requirements.

Type of Assignment	PREPARE - 20%	REHEARSE - 30%	PERFORM - 50%
Definition	Smaller assignments that allow students to practice new learning. Can be graded for completion or accuracy. <i>(i.e. Homework, warm-ups, exit tickets, smaller checks for understanding)</i>	Assignments that provide students with feedback on progress towards mastery of standards <i>(i.e. Quizzes, labs, mini-assessments, mini-projects, classwork)</i>	Culminating/formative assessment that measure mastery of one or multiple standards <i>(i.e. Unit assessments, common assessments, performance tasks, writing assignments, projects with rubrics)</i>
Quarterly Expectations	9 min/18 max (4x4/sem.) 5 min/10 max (year-long)	6 min/12 max (4x4/sem.) 3min/6 max (year-long)	3 min /4 max (4x4/sem.) 2 min/ 3 max (year-long)

Middle Years Program

MYP Assessments

MYP assessment practices are aligned with state and local standards and have a clear measurement criteria that measures student mastery in a variety of ways, such as multiple choice, socratic seminars, short answer and presentations. Students have the opportunity to self and peer evaluate and reflect on their progress towards IB objectives.

Students will be assessed on each criterion at least twice for each subject during the course. Students will be provided with task specific clarifications of the assessment criteria. If more than one teacher is teaching the course, PLC's will calibrate the use of the assessment criteria to ensure accuracy across all teachers. Students will complete at least one interdisciplinary task during each year of the program. Conversions from IB scores to CMS grades are based on comparing the language in IB rubric band descriptors to CMS achievement standards.

Personal Project

MYP students are required to complete a Personal Project in year 5 of the program. Each student is assigned a faculty supervisor to advise and collaborate with the student. All students are introduced to the Personal Project in English II. English II teachers and supervisors collaborate to discuss markings. The English II teachers grade Personal Projects using the criterias provided by IB. Scores are then submitted to IB for final standardization and grade award.

MYP Communication

Communication will be provided for all students and parents to ensure a clear understanding of the expectations of MYP. Parents will be provided with MPHS MYP information at the open house during the beginning of each school year and the prospective parent night in January. MPHS communicates with parents, students and staff using Parent Square, Mustang Express newsletter, information nights, Remind 101 and Canvas.

Diploma Program

DP Assessments

DP assessments measure mastery in a variety of ways, such as projects, experiments, essays, short answers, whole class discussions and presentations. Teachers also use questions from prior exams to help students to gain a better understanding of the process of IB examinations. Students have the opportunity to self and peer evaluate and reflect on their progress towards IB objectives.

Conversions from IB scores to CMS grades are based on comparing the language in IB rubric band descriptors to CMS achievement standards.

External Assessments: essays, short-response questions, data-response questions, case study questions, structured problems, multiple choice questions (rarely used)

Internal Assessments: oral work in language acquisition and literature; lab work in the sciences; deep explorations into content; artistic exhibitions and performances in the arts

Extended Essay

DP students are required to complete the Extended Essay during year 2 of the program. Each student is assigned a faculty supervisor to advise and collaborate with the student. Students are required to meet with their supervisor 3 times to reflect on their progress. Supervisors collaborate to standardize marking before scores are submitted to IB for final moderation and grade award. Students use the Managebac platform to record their reflections and save the final extended essay. Extended Essays are uploaded to IB in early February.

Predicted Grades

DP students will receive predicted grades at least twice over their two year courses, once after the end of year 1 and once after submitting their internal assessment in year 2. A student who participates in a one year IB elective class, will receive predicted grades after the semester and internal assessment. Predicted grades will be shared with the students during student conferences with an explanation of how that grade was determined by individual classroom teachers.

DP Communication

Communication will be provided for all students and parents to ensure a clear understanding of the expectations of DP. Parents will be provided with MPHS DP information at the open house at the beginning of each school year and the prospective parent night in January. MPHS communicates with parents, students and staff using Parent Square, Mustang Express Newsletter, information nights, Remind 101 and Canvas.

Stakeholders Rights and Responsibilities

Student

Rights: be informed of the assessment and academic honesty policy and procedures; receive regular feedback via formative and summative assessments; understand MYP and DP assessment criteria; and receive task- specific clarifications prior to submitting a final assessment

Responsibilities: be aware of the policy; ask questions to their teachers for clarification on a task or criterion marks awarded; understand formative and summative assessments provide

opportunities for growth; expected to uphold the academic honesty policy

Teacher

Rights: receive training and collaborative planning time to create tasks; calibrate assessment criteria and provide feedback on assessments

Responsibilities: support students as they work on the extended essay and personal project; provide meaningful feedback on tasks; allowing students the opportunity to improve their learning; provide multiple opportunities for students to practice skill; use assessment criteria at least twice per year

Parent/Guardian

Rights: be informed of the policy, and receive regular reports on IB assessment achievement levels

Responsibilities: access student's grades using PowerSchool parent portal, support students in practicing self-advocacy and academic honesty

Administration

Rights: receive training from IB coordinator and IBO regarding IB assessment policies

Responsibilities: provide support to all stakeholders in implementing the policy

Programme Coordinator

Rights: receive training and regular updates from IBO regarding assessment policies and changes

Responsibilities: communicate assessment calendar with all stakeholders, retain off campus location for IB exams, provide students with access to candidates.ibo.org to check IB exams, and ensure all teachers upload IB assessments prior to due dates

Assessment Policy is reviewed annually by all IB teachers and school administration at the beginning of each year.

Updated: November 1, 2024

Policy Review Team

Sallie Davis, IB Coordinator

Jenny Bonack, Assistant Principal

Allyson Davis, Assistant Principal of Instruction

Jennifer Osburn, IB Language A Literature HL II teacher