



FCPS IB Schools Assessment Policy

Mark Twain Middle School & Thomas A. Edison High School

The Office of Advanced Academics and the office of Language Acquisition collaborated with representatives of our IB schools, including IB coordinators, ESOL specialists, MYP and DP teachers to develop our assessment policy.

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. FCPS prepares all students for the world of the future by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school.

FCPS' IB schools serve a variety of diverse communities and schools are accountable for the performance and academic achievement of all of its students. Coordinators will work with the leadership teams to agree best ways of reporting IB levels of achievement at each school site.

All FCPS measures academic progress through both norm-referenced and criterion (MYP) related assessment practices. There is continued emphasis on formative and summative practices that allow students to demonstrate their understanding of topics studied. FCPS has a grading and reporting system that allows for criterion-related scores to be recorded for the MYP; and progress to be recorded and reported for the PYP and DP. All criteria and required assessments by the IB are a part of each school's assessment procedures as outlined in the program standard and practices. This includes the exhibition, personal project and the extended essay. All schools are aligning their IB Programs with the FCPS Portrait of a Graduate (PoG) student outcomes.

Access to FCPS IB programs allows us to raise the bar of achievement for all students and close the achievement gap where possible. Differentiation for all students in FCPS IB Schools is reflected by the students served. Differentiation can be reflected by:

- Task-specific rubrics
- Use of various levels of rubrics and objectives
- Design of the assessment
- Accommodations supporting cues and prompts
- Assessment variations to allow for IEP/504 accommodations
- Performance tasks
- The frequency of formative assessment

The local FCPS division policy regarding assessment can be located for each level:

- [Secondary School](#)
- [Elementary School](#)



Implementation of the Assessment Policy at Mark Twain Middle School

Mark Twain Middle School (MTMS) believes that all students can and will be successful, given the appropriate support. We are committed to an unwavering belief in all students' potential to achieve excellence. Our students will excel in all areas, academic and otherwise. To that end we are dedicated to fostering an environment which engenders personal responsibility, honesty, and integrity. We know our students will achieve this distinction through the school-wide cultivation of cooperative and caring relationships which respect human differences. We empower students to pursue the highest academic standards and engage in interdisciplinary learning by striving to exemplify the attributes of the FCPS PoG and the IB Learner Profile.

MTMS staff foster an environment for students to display PoG attributes and become effective communicators, collaborate with diverse groups, be ethical and global citizens, be creative and critical thinkers, as well as goal-directed and resilient individuals. At Twain we also encourage students to grow in all characteristics of the IB Learner Profile - to become inquirers, knowledgeable, critical and creative thinkers, expressive communicators, principled students, open-minded, caring, risk-takers, balanced, and reflective. MTMS faculty, staff, and students will use these characteristics as guiding principles when creating, administering, and evaluating assessments.

Assessment at MTMS is one way that students are able to work towards fulfilling all the characteristics described in the FCPS Portrait of a Graduate and the IB Learner Profile. Assessment is used to evaluate student performance and the effectiveness of instruction. It is a tool that staff uses to determine student learning progress and identify what students need and how to assist them in continuing to improve and develop their learning. Students participate in a variety of formative and summative assessments to demonstrate their knowledge and skills and take responsibility for their academic strengths and weaknesses. MTMS measures academic progress to ensure that all students, regardless of race, socioeconomic status, language, or disability will graduate with the knowledge and skills necessary for college and/or employment.

Assessment practices at MTMS

- Effective assessment provides students with the opportunity to:
 - Demonstrate that they are able to master the skill requirements set forth by the POS and SOL.
 - Reflect upon their work and progress.
 - Demonstrate mastery of the material through creative and critical thinking.
 - Take responsibility for understanding the goal and purpose of the task/assessment and any expectations, and seek assistance from the teacher, if needed.
 - Use feedback correctly in order to ensure mastery of future learning.

- Teachers use pre assessments to gauge students' background knowledge and strengths and weaknesses, as well as to determine where to focus instruction throughout a unit.
- Teachers will determine student mastery of content using summative assessments for each unit of study. Summative assessments will provide an opportunity for students to fully demonstrate their knowledge and skills.
- Teachers will analyze the data from assessments to make determinations about next steps with instruction for each student (including, but limited to, reteaching, small group instruction, extensions moving to new material, remediation, etc.).
- Assessments will provide students the opportunity to take ownership of their learning and identify areas of strengths and weaknesses. Students will receive guidance on how to use results from an assessment to learn and correct misconceptions.
- Teachers will make their assessment policies very clear for students. Some questions that teachers may address with students are:
 - On which assessments will students be given the opportunity to make corrections or redo part/all of the assessment?
 - How often will students be assessed summatively?
 - How are rubrics used to measure learning?
 - Why do students need to take assessments?
- Teachers will use the IB MYP rubrics to determine student progress with each MYP criteria at a minimum of two times per year. The rubrics serve as a tool for communication that progress with students and parents. Teachers will use rubric scores to identify gaps, focus instruction and student learning, and ensure that student growth is occurring throughout the year.
- When evaluating a rubric based assessment, teachers will grade and discuss several samples of student work together to ensure that everyone is grading fairly and equally when determining achievement levels. Teachers will come to a consensus when determining the quality of work required for each level on the rubric and will grade their students' work based on this discussion.
- Teachers will use the FCPS system for grading and reporting. Parents have access to the teachers' online gradebooks, and teachers will send home progress reports for students and parents without internet access.



Implementation of Assessment Policy at Edison High School

Edison High School (EHS) believes that all students can and will be successful, given the appropriate support. We are committed to an unwavering belief in all students' potential to achieve excellence. Our students will excel in all areas, academic and otherwise. To that end we are dedicated to fostering an environment which engenders personal responsibility, honesty, and integrity. We know our students will achieve this distinction through the school-wide cultivation of cooperative and caring relationships which respect human differences. We empower students to pursue the highest academic standards and engage in interdisciplinary learning by striving to exemplify the characteristics of the FCPS Portrait of a Graduate and the IB Learner Profile.

EHS staff foster an environment for students to become effective communicators, collaborative with diverse groups, ethical and global citizens, creative and critical thinkers, as well as goal-directed and resilient individuals (FCPS Portrait of a Graduate). We also encourage students to grow in all characteristics of the IB Learner Profile - to become inquirers, knowledgeable, critical and creative thinkers, expressive communicators, principled students, open - minded, caring, risk-takers, balanced, and reflective. EHS faculty, staff, and students will use these characteristics as guiding principles when creating, administering, and evaluating assessments.

Assessment at EHS is one way that students are able to work towards fulfilling all the characteristics described in the FCPS Portrait of a Graduate and the IB Learner Profile. Assessment is used to evaluate student performance and the effectiveness of instruction. It is a tool that staff uses to determine student learning progress and identify what students need and how to assist them in continuing to improve and develop their learning. Students participate in a variety of formative and summative assessments to demonstrate their knowledge and skills and take responsibility for their academic strengths and weaknesses. EHS measures academic progress to ensure that all students, regardless of race, socioeconomic status, language, or disability will graduate with the knowledge and skills necessary for college and/or employment.

The staff at EHS use assessment and the following purposes:

- Assessment supports and encourages student learning by providing feedback on the learning process.
- Assessment, both formative and summative, determines the learner's level of understanding.
 - Formative assessments will be offered continuously, but may not impact the grade. These will happen organically and deliberately, through discussions, "check-ins", activities and homework.
 - Summative assessments will take different forms and may be subject to reassessment. This may include (but is not limited to) tests, essays, projects, presentations, etc.
 - For major assessments, at least one new opportunity to demonstrate proficiency shall be provided to any student who scores below an 80% and completes corrective action determined by a collaborative team.

- If not all students are afforded the second opportunity, then the highest grade that can be earned is an 80%.
- An opportunity to demonstrate increased proficiency may be provided to students who score at or above 80% at the discretion of the collaborative team.
- If all students are afforded the second opportunity, then the highest grade shall be recorded in the grade book.
- Retakes should occur within 2 weeks or prior to the end of the quarter, whichever comes first.
- Teachers can allow students to retake/redo assignments not just assessments, grading towards mastery learning.
- The format of the retake can vary from the original, but the same standard should be assessed.
- Retake or re-graded assignment should be noted in SIS with the code “Rg”
- When evaluating a rubric based assessment, teachers will grade and discuss several samples of student work together to ensure that everyone is grading fairly and equally when determining achievement levels. Teachers will come to a consensus when determining the quality of work required for each level on the rubric and will grade their students’ work based on this discussion.
- Assessment fosters reflection on how students learn best and an ongoing awareness of both student responsibility and metacognition through both teacher feedback and self-evaluation.
- Assessment develops students who are conscientiously practicing the characteristics to become life-long learners and critical thinkers.
- Assessment promotes consistency of expectations and implementation of student learning through both the Virginia Program of Studies and the MYP rubrics, curricula, and criteria.

The staff at Edison use assessment and the following purposes:

- Assessment supports and encourages student learning by providing feedback on the learning process. Assessment, both formative and summative, determines the learner’s level of understanding.
- Formative assessments will be offered continuously, but may not impact the grade. These will happen organically and deliberately, through discussions, “check-ins”, activities and homework.
 - Summative assessments will take different forms and may be subject to reassessment. This may include (but is not limited to) tests, essays, projects, presentations, etc. **In the IB Diploma Program, summative assessments should be reflective of the type of assessment given by the IB at the end of the course. There will be money made available in the budget to obtain previous exams and IB Question Banks so that assessments can be reflective of the end of course external and internal assessments developed by the IB.**
- Assessment fosters reflection on how students learn best and an ongoing awareness of both student responsibility and metacognition through both teacher feedback and self-evaluation.
- Assessment develops students who are conscientiously practicing the characteristics to become life-long learners and critical thinkers. **In the IB Diploma Program, any state requirements (such as the English 11 SOL, the Chemistry SOL, and the US/VA History SOL) are implemented along with the IB Diploma curriculum.**

Assessment practices at Edison

- Effective assessment provides students with the opportunity to:
 - Demonstrate that they are able to master the skill requirements set forth by the POS and SOL.
 - Reflect upon their work and progress.
 - Demonstrate mastery of the material through creative and critical thinking.
 - Take responsibility for understanding the goal and purpose of the task/assessment and any expectations, and seek assistance from the teacher if needed.
 - Use feedback correctly in order to ensure mastery of future learning.
- Teachers use pre assessments to gauge students' background knowledge and strengths and weaknesses, as well as to determine where to focus instruction throughout a unit.
- Teachers will determine student mastery of content using summative assessments for each unit of study. Summative assessments will provide an opportunity for students to fully demonstrate their knowledge and skills.
- Teachers will analyze the data from assessments to make determinations about next steps with instruction for each student (including, but limited to, reteaching, small group instruction, extensions moving to new material, remediation, etc.). **In the IB Diploma Program, teachers will use component scores and enquiry upon results from previous IB exams to drive instruction and to implement goals for improving student learning.**
- Assessments will provide students the opportunity to take ownership in their learning and identify areas of strengths and weaknesses. Students will receive guidance on how to use results from an assessment to learn and correct misconceptions.
- Teachers will make their assessment policies very clear for students. Some questions that teachers may address with students are:
 - On which assessments will students be given the opportunity to make corrections or redo part/all of the assessment?
 - How often will students be assessed summatively?
 - How are rubrics used to measure learning?
 - Why do students need to take assessments?
- Teachers will use the IB MYP rubrics to determine student progress with each MYP criteria at a minimum of two times per year. The rubrics serve as a tool for communication that progress with students and parents. Teachers will use rubric scores to identify gaps in instruction and student learning, and ensure that student growth is occurring throughout the year. **In the IB Diploma Program, summative assessments, whenever possible, should use the assessment instrument provided by the IB in the curriculum guide for the subject.**
- When evaluating a rubric based assessment, teachers will grade and discuss several samples of student work together to ensure that everyone is grading fairly and equally when determining achievement levels. Teachers will come to a consensus when determining the quality of work required for each level on the rubric and will grade their students' work based on this discussion. **In the IB Diploma Program, if a subject has multiple sections, the teachers will standardize their grading practices for internal assessments so that the grading is a fair representation of student work across all classes.**

- Teachers will use the FCPS system for grading and reporting. Parents have access to the teachers' online gradebooks, and teachers will send home progress reports for students and parents without internet access. **In the IB Diploma Program, an assessment calendar will be kept on the website. If a student is scheduled for more than two summative assessments on one day, they have the right to advocate to move assessments to another day.**
- Students at Edison High School will be assessed on their process of learning through the Advisory period. Students will receive a Pass/Fail grade in Advisory based on their acquisition of learning in all content courses. These learning behaviors will include:
 - Being on task/engaged with and focused on assigned work
 - Exhibiting a positive and respectful attitude towards classroom rules and expectations
 - Coming to class prepared: having all materials and completing preassigned work. They must also be ready to share knowledge and collaborate with teacher and peers
 - On time to class and ready to begin when the teacher is
 - Trend for performance of student
 - Trend of academic performance which attained and sustained. Reviewing academic performance is subject to the teacher's professional judgement. When the trend is downward rather than upward, grade decision is awarded based on cumulative score rather than downward trend.
 - Skills are graded on trend, content is scored holistically
 - Attention to the most accurate demonstration of student performance
 - Assessment information should be holistic in nature reflecting the students' accumulated learning attained and sustained over the entire course of study.

Differentiation at Twain and Edison

Access to FCPS IB programs allows for us to raise the bar of achievement for all students and close the achievement gap where possible. General education, special education and English as a second language teachers will work together to determine how to differentiate each assessment for all students with learning needs. Assessments will be differentiated and accommodations provided, according to the students' Individualized Education Plan, so that students with learning needs are able to adequately demonstrate their knowledge and skills. Differentiation and accommodations on assessments include, but are not limited to:

- Simplified language
- Modified or alternative assessment
- Scaffolds/supports (i.e. graphic organizers, manipulatives)
- Reading aloud of items
- Frequency of Assessment
- Modified task-specific rubrics and use of various levels of rubrics and objectives
- Extended time
- Accommodations supporting cues and prompts

Stakeholder Responsibility

Administrator Responsibilities:

- Clearly and consistently communicate and monitor expectations for assessment
- Hold all teachers accountable for enforcing grading policies
- Provide time and training for teachers to plan, collaborate and reflect
- Use student achievement to set school-wide goals for school improvement

Parent Responsibilities:

- Monitor evidence of their child's learning and clearly understand his/her progress in reference to course criteria
- Support their child in his/her learning

Teacher Responsibilities:

- Give timely written and oral feedback on assignments
- Analyze assessment data to identify systemic and individual student needs
- Modify teaching in light of assessment data
- Work in collaborative teams to align content and skill objectives: develop short and long term goals for student learning; and plan and analyze common assessments
- Show an awareness of the diversity of the learning styles of the class by using a variety of assessment and teaching strategies

Student Responsibilities:

- Take responsibility for own learning
- Participate in every assessment fully

Document Revised and Reviewed in 2021

