

The Baltimore City College Assessment and Learning Policy

Supporting Students to Challenge Themselves and Succeed

Assessment Philosophy

Baltimore City College is an International Baccalaureate World School that is committed to the philosophy and standards of IB curriculum, teaching, and assessment practices. We teach the Middle Years Programme (MYP) in grades 9 and 10 and the Diploma Programme (DP) in grades 11 and 12. Our vision, “*Supporting Students to Challenge Themselves and Succeed*,” sets high expectations for students and establishes goals for teachers, counselors, and administrators to guide students to develop academic and affective skills.

We believe that:

1. All students can learn and develop their academic skills.
2. Students should know their achievement levels and areas for improvement.
3. Students should desire growth and be intrinsically motivated
4. “Learning” may be academic, personal, cultural, or social; but, it should be joyful and full of inquiry.
5. Teachers inspire growth and excitement and model lifelong learning.
6. Effort is more important than ability in defining what “success” is.
7. Consistent work and completion of formative tasks increase summative achievement.
8. Summative assessments should be authentic and meaningful; all formative tasks should promote skill development.
9. Self-reflection is important in developing understanding and personal growth.
10. Experience self, peer, and teacher assessment as part of learning.
11. Approaches to Learning are essential skills in becoming a capable and self-aware person.
12. Students should be engaged in learning but they must also have a healthy life outside of school.

Our Beliefs about Assessment and Learning

BCC’s grading philosophy is not a traditional grading system and is different from other Baltimore City systems in several ways:

Our IB grading practices:

1. All MYP and DP grading is standards-based and focuses on grading achievement over time.
2. There are no categories for homework, classwork, quizzes, and tests.
3. Behavior is not graded, such as points being taken off of an assignment for late work, lateness to class, or presentation.
4. An “assessment” is an evaluation of a skill, and a “grade” is the final, numerical representation of an achievement level at the end of a grading period.

5. A student's quarter grade represents only a snapshot of a student's performance and is useful for communicating current achievement to the student and family. Quarter grades are not averaged to produce a final year grade.
6. A student's year-end grade reflects growth as well as achievement.
7. All non-IB courses (e.g. World History, Physics, Anatomy and Physiology) incorporate the standards and assessment practices of the IB.

What assessments should do:

1. All assessment should inform, enhance, and improve teaching.
2. All assessments must be integral to the learning process and not "busy work." Therefore, all formative assessments must be aligned with summative tasks and specific rubric criteria for MYP or internal/external assessments for DP
3. All assessments (formative or summative) must be based on an MYP or DP rubric.
4. We believe that assessments should be as authentic and engaging as possible.

Beliefs about students and learning:

1. Timely and meaningful feedback is important to guide student learning and assessment.
2. There should be opportunities for students to exhibit transfer of skills across disciplines and in unfamiliar situations.
3. Should support the holistic nature of the IB programs and take into account the development of the whole student.

What teachers should do:

1. All teachers of MYP or DP subjects must internally standardize summative assessments before final achievement levels are awarded to students. This is also required for the Personal Project and Extended Essay. The process involved teachers' meeting to come to a common understanding on the criteria and achievement levels and how these are applied.
2. Teachers should provide models of strong performance against a rubric for student evaluation and analysis. These models can come from internal standardization.
3. Teachers should practice "best fit" grading where a rubric grade reflects the most consistent and representative achievement in a grading period (quarter, semester, or year).
4. Through effective **formative** assessment, teachers gather, analyze, interpret and use a *variety of evidence to improve student learning* and to help students to achieve their potential.

Defining Formative and Summative Assessment

All grades, tasks, or assignments are either 'formative' or 'summative'. We define this as:

Formative assessment

Formative assessment is ongoing assessment aimed at providing information to guide teaching and improve student performance. It is assessment for learning, and is a chance to rehearse the content and skills needed to be successful on a summative task.

1. There may be many formatives in a unit, and they can take many forms such as draft writing, teacher observations, quizzes, homework, classwork, class discussions; they may be written, oral, or performance-based. They may be formal or informal.
2. They can be assessed by the student, a peer, or the teacher (or any combination). We recognize that peer- and self-evaluation are important aspects of learning.
3. Failure to complete formative tasks will greatly impact a student's ability to be successful on a summative task. Summative work will not be graded without evidence of formative completion as specified and verified by the teacher and may lead to a failing grade.
4. Formatives should be completed in a specific order to lead up to a summative.

Summative assessment

A summative assessment is the culminating assessment for a unit, term or course of study, designed to provide information on the student's achievement level against specific objectives. It is assessment of learning.

Requirements for summative/formative completion are written in each course syllabi.

1. There is usually only one summative per learning unit. Summatives must be completed as part of classwork, or a significant proportion of classwork, and generally are not completed purely as homework.
2. All summatives at BCC should reflect MYP or DP assessment practices.
3. All final grades for a quarter or semester are produced only from summative grades. Formative grades are not calculated as part of a final grade.
4. Failure to complete a summative will receive a score of 1.
5. Midterm and Final exams/tasks are summative grades and must be completed before the close of the exam administration window. If an exam is missed, the grade is 1.
6. There is a maximum of four summative assignments turned in each quarter.
7. There should be no more than two summatives per day, although it may be difficult to schedule
8. Summative deadlines/submission must be assigned according to the availability in the summative calendar (online).
9. **In any situation in which a summative is withheld, the teacher will notify the student and parent by email with an explanation of why the summative is being withheld and what next steps the student should take.**
10. **Students who are eligible, may ask for an extension for submission of a formative/summative assessment at least 24 hours ahead of time and the teacher will define the length of time for the extension.**
11. ***If summatives are not submitted, there is no evidence that the standard has been achieved. The grade for a course will be a 1. If a student fails to complete a summative assessment because of unexcused absence that cannot be verified, then no evidence can be submitted that the standard has been satisfied for retake or resubmission, therefore, the summative grade remains a 1.**

Revision Policy

Some summatives may be revised if the below conditions have been met. *In all cases, the original assignment instructions that teachers specified when assigning the task must be followed.* These may be substantially different depending on the subject and time of year.

1. A revised summative must be submitted by the deadline specified by the teacher.
2. Some summatives (performances, presentations, oral exams) may not be eligible for resubmission. This is indicated in the original assignment instructions.
3. The student must make a fair, original attempt on the initial summative in order to qualify for resubmission.
4. **Not all summatives can be resubmitted (performances, presentations, etc.) If a summative cannot be resubmitted, it will be noted by the teacher in the initial assignment.**
5. Some summatives may be resubmitted, if expressly allowed by the teacher and only if all required steps and conditions are completed. See the Revision Policy below for more.
6. **For resubmissions, teachers may require formative assessment at the passing level. These requirements will be noted on the original assignment.**
7. **In order to resubmit work, students must send an email to the teacher and to their parents stating the student's intent to resubmit and indicating the formatives the student must complete in order to resubmit.**
8. **Teachers may limit all resubmissions to two weeks after graded work is returned. Teachers may limit late submissions to within two weeks of students receiving their grades for the original assignment.**
9. **Final Examinations cannot be resubmitted.**

Communicating and Organizing Assessment

Assessment Calendar

All summative assessments given to students must be listed on the grade assessment calendar for each grade.

Communicating Assignments to students

Requirements for summative/formative completion are written in each course syllabi.

All summative assignments given to students must be communicated via the assignment detail in Infinite Campus to include instructions, requirements, and clarifying information.

Additional information should be included via Infinite Campus or Google Docs

These should be:

1. MYP, DP, or AP rubric.
 2. Expected time required to complete.
 3. Deadline and method of submission.
 4. List of formative tasks directly linked to a summative task.
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Homework Policy

Homework is formative and should support student growth and learning. It should provide essential skill development and be directly linked to a summative task. We believe that homework should:

1. Be purposeful for the student in developing understanding and skills; it must link directly to a summative.
2. Prompt student ownership of learning and understanding.
3. Develop competence in a skill, task, or body of knowledge.
4. Be engaging and relevant to students.

Homework tasks may include:

1. Practice to support skill development and review of learned concepts, such as math problems, foreign language speaking tasks, and historical and science readings.
2. Preparation for upcoming units such as literary readings in English courses and vital stages in the writing or research process for all classes.
3. Extension of classroom tasks for completion such as technology projects, science lab reporting, and fine art projects.
4. Self-Assessment and Reflection such as journaling in the personal project stages

To help students balance workloads effectively and to maintain healthy engagement, student work at home is assigned as follows:

- Grades 9 and 10: Not to exceed 2 hours per week per subject
- Grades 11 and 12: Not to exceed 3 hours per week per subject (AP subjects included)
- Personal Project (grade 10): 25 hours over the course of the year
- Extended Essay (grade 11): 40 hours over the course of the year

Missing or Incomplete Work

Meeting deadlines is an important practice for learning, IB assessments, and college readiness. When student work is not submitted on-time it jeopardizes progress and is indicative of a skill or organizational concern.

When assessment measures are missing or late, we:

1. May use additional means to retrieve or collect evidence such that a true determination of student learning is evaluated,
2. May permit students until an agreed-upon time to complete the assessment,
3. Provide for teacher discretion in the process and timeline set for a student. However, the final deadlines and requirements specified by a teacher on assignment instructions are final.

Additional Means

Examples of additional means include:

- communication with families, parent/student meetings,
- mandatory attendance at after school coach classes and Centers for Teaching and Learning

- Suspension of extracurricular activities to complete tasks, revised deadlines.

City applies the following measures for supporting students who may struggle in the learning process and require additional coaching and assistance in submitting missed or late work:

- 1st *Contact Home*
- 2nd *Teacher or School-based Support Referral (Writing, Math, or Research Centers)*
- 3rd *Department Coaching Locations (as assigned)*
- 4th *Student Support Team Referral, Administration, Counseling, or Related Services*

If summatives are not submitted, there is no evidence that the standard has been achieved. The grade for a course will be a 1.

If a student fails to complete a summative assessment because of unexcused absence that cannot be verified, then no evidence can be submitted that the standard has been satisfied for retake or resubmission, therefore, the summative grade remains a 1.

Approaches to Learning (ATL's)

Through approaches to learning in IB programmes, students develop skills that have relevance across all areas of learning and help them “learn how to learn”. Approaches to learning can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. Approaches to learning help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language for students to reflect on, and articulate how, they are learning. They prepare students for success in their studies and life beyond school.

- All teachers at BCC are responsible for integrating and explicitly teaching ATL skills
- ATL's are essential for transferring the practice of formatives to successful completion of a summative.

Over time, students should develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning. This kind of self-regulated (independent and autonomous) learning helps students:

- reflect purposefully on their learning (metacognition)
- understand the diversity of human learning needs
- evaluate and provide evidence of their learning
- meet MYP subject group aims and objectives
- share responsibility for creating productive, cooperative and safe learning environments
- develop the confidence to try new strategies and explore new concepts and contexts for learning
- Prepare for further study and responsible participation in local and global communities.

The IB recognizes five ATL skill categories, expanded into developmentally appropriate skill clusters:

ATL Skill Categories	ATK Skill Clusters	Examples of Skills
Communication	1. Communication	<ul style="list-style-type: none"> • Exchanging thoughts, messages and information effectively through interaction. • Use appropriate forms of writing for different purposes and audiences • Reading, writing and using language to gather and communicate information • Preview and skim texts to build understanding; take effective notes in class
Social	2. Collaboration	<ul style="list-style-type: none"> • Working effectively with others. • Practice empathy, take responsibility for one's actions, negotiate effectively, • Encourage others to contribute, exercise leadership, • Give and receive meaningful feedback, advocate for one's own rights.
Self-Management	3. Organization	<ul style="list-style-type: none"> • Plan short- and long-term assignments, meeting deadlines, • Create plans to prepare for assessment, set goals that are challenging and realistic, • Bring necessary materials to class, • Use appropriate strategies to organize complex tasks and information.
	4. Affective	<ul style="list-style-type: none"> • Managing time and tasks effectively. Practice focus and concentration, practice strategies to overcome distractions; • Demonstrate persistence and perseverance, • Practice strategies to reduce stress and anxiety, • Practice analyzing and attributing causes for failure, practice positive thinking, • Practice dealing with disappointment and unmet expectations.
	5. Reflection	<ul style="list-style-type: none"> • Consider the process of learning; develop new skills and techniques/strategies for effective learning, • Demonstrate flexibility in the selection and use of strategies, • Consider content, skill development, and personal learning strategies. • Consider ethical, cultural, and environmental implications.
Research	6. Information Literacy	<ul style="list-style-type: none"> • Finding, interpreting, judging and creating information; • make connections between various sources of information, • Process data and report results, understand and implement intellectual property rights, create references and citations, identify primary and secondary sources.
	7. Media Literacy	<ul style="list-style-type: none"> • Interacting with media to use and create ideas and information • Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Seek a range of perspectives from multiple and varied sources

		<ul style="list-style-type: none"> Communicate information and ideas effectively to multiple audiences using a variety of media and formats
Thinking	8. Critical Thinking	<ul style="list-style-type: none"> Practice observing carefully in order to recognize problems, Recognize unstated assumptions and bias, Formulate factual, topical, conceptual and debatable questions, Propose and evaluate a variety of solutions, Troubleshoot systems and applications
	9. Creative Thinking	<ul style="list-style-type: none"> Generating novel ideas and considering new perspectives Consider multiple alternatives, including those that might be unlikely or impossible, Apply existing knowledge to generate new ideas, products or processes Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments
	10. Transfer	<ul style="list-style-type: none"> Using skills and knowledge in multiple contexts Apply skills and knowledge in unfamiliar situations Make connections between subject groups and disciplines Combine knowledge, understanding and skills to create products or solutions

Strategies and Practices we use to develop ATL skills:

- All units are planned to incorporate ATL skill development, and all formatives must explain an ATL link to a summative.
- Explicit teaching of ATL skills in the Advisory Program.

Infinite Campus Usage

All summative grades are recorded in Infinite Campus. Formative assignments may use criteria grades or comments.

All summative grades are communicated using criteria scores or 1-7 IB scores. No percentages, letter grades, or total-points scores are used because they do not align with the IB's grading philosophy.

For Diploma Programme Students Only:

The overall grading practice includes aligning IB DP grading of Internal Assessments and other related summatives to DP examiner approaches to weighted assessments. The practice includes a review of the whole student performance overtime and across assessments with clarity to students and parents about what is required to pass DP examinations and how assessment weights factor into DP scoring. This practice applies consistently across the DP subject team of teachers. Retakes of the highest measured DP assessments are available when students do not meet with success.

For Seniors Only:

Student management of IB DP summative tasks prior to IB external examinations should create fair and balanced workloads across DP groups.

This means:

- Applying an IB mock assessment schedule by subject group during assigned classes March-April, with conclusion by April 6, 2020 prior to spring break.
 - Eliminating field trips during mock assessment timeline and leading into DP external exams.
 - Introducing review and portfolio-related activities for quarter 4, with no new content after April 6, 2020.
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City College Grading Scale and Letter Grade Conversion for IB Courses

As an IB World School, all grading is completed using the IB 1-7 scale. Letter grades or percents are not used at BCC to communicate student achievement.

- Grades are communicated for each quarter as an IB 1-7 or AP 1-5 grade (using Infinite Campus). This carries the most meaning for our students.
- BCPSS also will communicate a percentage, but this translates with difficulty. Students and families are urged to think only in terms of IB 1-7 grades.

MYP Courses (Grades 9-10):

Students should prioritize individual growth of skills and understanding over the course of the programme.

MYP Criteria <i>For students in grades 9-10</i>	IB Grade	General Grade Descriptor	Percentages used for BCPS <i>These are not used internally but they will be seen on Infinite Campus reports.</i>	Weighted GPA <i>These appear on a final end-of-year transcript. No other IB or percent scores appears on a transcript.</i>
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	100%	5.5
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence.	95%	5.5
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.	87%	4.5
15-18	4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.	80%	4.5
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.	70%	3.5
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.	55%	0.0
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.	50%	0.0
0	n/a		0-54%	0.0

DP Courses (Grades 11-12):

It is our expectation that students work towards earning the minimum passing score of a 4/7 in all internal and external assessments. The highest achievable score is a 7/7.

DP Grade <i>For students in grades 11-12</i>	Percentages used for BCPS <i>These are not used internally but they will be seen on Infinite Campus reports.</i>	Weighted GPA <i>These appear on a final end-of-year transcript. No other IB or percent scores appears on a transcript.</i>
7	100%	5.5
6	95%	5.5
5	87%	4.5
4	80%	4.5
3	70%	3.5
2	55%	0.0
1	50%	0.0

AP Courses:

All AP courses are graded using the CollegeBoards 1-5 grading, where a 3/5 is sufficient to potentially receive college credit.

DP Grade <i>For students in AP Literature, AP US History, or AP Calculus</i>	Percentages used for BCPS <i>These are not used internally but they will be seen on Infinite Campus reports.</i>	Weighted GPA <i>These appear on a final end-of-year transcript. No other IB or percent scores appears on a transcript.</i>
5	100%	5.5
4	95%	5.5
3	87%	4.5
2	77%	3.5
1	67%	2.5
0	55%	0.0

Non-IB or AP courses:

Even if not an official IB course, all classes at BCC follow the same assessment policy and grade boundaries as IB courses, including “best fit” grading and criterion-based formative and summative assessment.

Academic Honesty Policy

Academic achievement is ordinarily evaluated on the basis of work that a student produces independently. Students who submit academic work that uses others' ideas, words, research, or images without proper credit and documentation or citation are in violation of the Academic Honesty Policy. A student who helps another to act dishonestly is also violating the Academic Honesty Policy.

All written work must be uploaded to the school plagiarism checker.

Violations of the Academic Honesty Policy include:

- Misrepresentations or borrowing of facts without giving credit
- Representation of ideas or use of facts without giving credit
- Copying another student's work and claiming it as your own or purchasing another student's paper to use as your own
- Purchasing a paper to use as your own
- Using published markschemes to answer questions
- Working on an assignment with others and turning in the assignment as your individual work
- Plagiarizing
- Restating an original thought, concept, or idea without citing the source
- Cheating on a test or assignment
- Downloading information or graphics from the internet without citing the source
- Using cell phones to photograph work and send it to others.
- Paraphrasing material from a source without any indication that it came from somewhere other than your own brain
- Giving credit for a thought or idea to someone, but not correctly stating that thought or idea

Misunderstanding the code is not an excuse for dishonest work. Students who are unsure about the Academic Honesty Policy should meet with a teacher, the Writing/Math/Research Centers, or the librarian.

First Violation of Academic Honesty Policy

1. School conducts investigation
2. No credit on the assignment.
3. Attendance at the Writing Center, Research Center, or Math Center
4. Parent Notification and Notification to Director of Achievement for tracking
5. Required resubmission of the work, if possible
6. **Exception: Final exams cannot be resubmitted.**

Second Violation of Academic Honesty Policy

1. School conducts investigation
2. No credit on the assignment.
3. Parent Notification via email and Notification to Director of Achievement for tracking
4. Referral to school counselor for SST meeting and counseling support.
5. No resubmission of the work possible.

Third Violation of Academic Honesty Policy

1. School conducts investigation
2. No credit on the assignment
3. Parent notification via email of continued offense
4. Notification of Director of Achievement for tracking
5. Director of Achievement notifies School Administrator for meeting with family
6. **Administrative consequences may include notation in student record, letter to university, as addition to transcript, forfeiture of City Diploma**