

Rockville High School Assessment Policy

Rockville High School follows the guidelines established by the Montgomery County Public School System (MCPS). Report card grades reflect overall achievement of MCPS standards for specific disciplines quarterly. Achievement grades are based on the following categories: homework completion, formative assessments and summative assessments. Teachers enter their grades regularly on Pinnacle, an internet based grading and attendance program. Students and parents may view grades through an Internet based program called Edline. Our IB teaching staff regularly attend professional development and are kept up to date on changes in IB assessment practices in their courses by the Coordinator.

Assessment Philosophy

The primary purpose of assessment and evaluation is to improve student learning. To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead

to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs and those who are learning the language of instruction
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible to the learning styles and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;

Assessment Practices

Assessment is the process of gathering information that accurately reflects how well a student is

achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning.

Teachers obtain assessment information through a variety of means, which may include discussions, homework, group work, debates, projects, experiments, oral presentations, tests, quizzes, essays and county and state assessments.

As essential steps in assessment for learning teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students to ensure that students and teachers have a common and shared understanding of these goals
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving learning goals
- analyse and interpret evidence of learning
- give and receive specific and timely descriptive feedback about student learning
- help students to develop skills of peer and self-assessment
- provide reassessment opportunities to ensure that students have mastered learning goals
- use both formative and summative assessments

Grades are assigned using the scale below.

89.5 – 100%	A
79.5 – 89 %	B
69.5 - 79%	C
59.5 - 69 %	D
Below 59%	F

Rockville High School teachers organize continuous assessment in all IB classes based on the objectives of each group and subject. IB grading rubrics are used in all IB classes. Formal report cards are issued in November, January, April and June and Maryland High School Assessments in Biology, English National, State and Local Government and Algebra are administered during the course of the year. This year new PARCC (Common Core Tests) were administered as well.

Accommodations for English Language Learners (ELLs)

A variety of types of accommodations may be used to support English language learners as they develop English language proficiency. These include the following:

Accommodations related to instructional strategies, such as:

- extensive use of visual cues
- use of graphic organizers
- allowance of extra time
- pre-teaching of key words
- simplification/repetition of instructions as needed

- simultaneous use of oral and written instructions.

Accommodations related to learning resources, such as:

- extensive use of visual materials
- use of adapted texts and bilingual dictionaries
- use of technology

Accommodations related to assessment strategies, such as:

- allowance of extra time
- use of alternative assessment strategies (e.g., oral interviews, learning logs, or portfolios)
- use of simplified language and instructions (e.g., in the context of tasks that require completion of graphic organizers and cloze sentences).

This policy will be implemented in the following manner:

- a. It will be posted on the school IB web page so that stakeholders may view it at any time
- b. It will be included in the IB Manual which is distributed to students and parents at the time of enrollment in the program.
- c. The policy will be made available to all IB students through their TOK class.

This policy will be reviewed and revised each school year by the school leadership team