El Sereno Middle School and Woodrow Wilson High School
Middle Years Programme Assessment Policy

Philosophy

Traditionally, the focus on assessments has been to use them for summative evaluations. However, current research suggests that in order for assessments to have a greater impact on learning, they must first be used as formative assessments, i.e. essentially a *process* that is used by both teachers and students during instruction that provides critical feedback to inform the instructional practice and thus adjust the actual learning. Thus, formative assessment is actually a planned process, both formal and informal, that elicits evidence regarding the degree to which students have mastered a particular skill or body of knowledge, and if not, a plan for re-teaching. The primary purpose, then, of assessment and evaluation is to improve student learning.

In 2021 the LAUSD School Board adopted a resolution to explore and implement Mastery-Based Learning and Grading (MLG) Practices, which has since been changed to be called Equity Grading and Instruction (EGI). LAUSD, and our individual school, is currently providing teachers with Professional Development in Assessment through our EGI certification process. Many teachers have completed the six-part training and are now certified, and many others are currently in the process. Those who have not begun the certification have received foundational EGI PD at our school sites. This PD shifts teachers towards assessment practices that include opportunities for students to understand their performance through ongoing feedback systems, re-learn when necessary, and re-assess when they are ready to demonstrate improved understanding.

As a result, assessment and evaluation at El Sereno Middle School and Wilson High School are constructed collaboratively by teachers in order to ensure that all students are supported in reaching the highest possible levels of achievement via a viable and guaranteed curriculum and ensuring common formative and summative assessments. To accomplish this, teachers are supported with tools and strategies that provide a more consistent and equitable means of assessment and reporting.

There are five forms of assessment, which are common practice at both El Sereno Middle School and Wilson High School:

- **Diagnostic Assessment** – This form of assessment helps both teachers and students identify learning needs and plan what approaches to learning require closer focus to help the students achieve. Both Language and Literature and Math classes will conduct Beginning of Year, Middle of Year and End of Year assessments using I-Ready, a district adopted assessment program.
- **Formative Assessment** – This is assessment for learning. It occurs during the learning process. It provides descriptive, timely feedback for teachers and students to monitor their efforts to make adjustments that lead to enhanced learning, and work toward successful achievement. The Interim Assessment Blocks (IABs) and I-Ready Assessment are examples of a formative assessment that teachers are able to use to monitor student's progress.
- **Student reflection and Self-assessment** – Providing students the opportunity to reflect and self-assess helps them become self-directed learners who are able to set, work toward, and monitor their own goals. These are meant to be diagnostic or formative.
- **Peer Assessment** – Being assessed by peers helps students gain insight into how others perceive their performance. It provides valuable feedback that students can use to monitor their efforts. Learning to assess others and provide positive constructive criticism while still being sensitive to the feelings of others is an important skill. These are meant to be diagnostic or formative.
- **Summative Assessment/Culminating Task** – This is assessment of learning. There are also three to four common summative assessments per each subject specific class. These assessments provide equity across all subject-level classes through clear and common expectations, wherein students demonstrate and document their achievements, and share them with parents and guardians to ensure continued learning. SBAC Summative Assessments in grades 6-8 and 11.

COMMON PRACTICES In Determining Achievement Levels

El Sereno MS and Wilson HS teachers begin their process by collaborating in Departments (and PLCs at Wilson) in designing their Unit Plans. Through the Unit Planning process teachers design standards- and

objectives- aligned common summative and formative assessments. As our schools continue to integrate Equity Grading and Instruction, these formative assessments provide ongoing feedback to students, and instructional feedback to teachers, regarding student achievement of learning targets.

During or after implementation of common units, teachers use shared protocols for analyzing formative and summative assessment data. This ensures teachers agree on what achievement of standards and objectives looks like as well as practices for addressing gaps in knowledge and skills. These protocols ask teachers to share student exemplars as well as student work that represents gaps in knowledge and skills. Teachers then collaboratively analyze students' gaps and discuss how they might re-teach and/or re-design instruction to address the gaps.

Our schools offer ongoing professional development in Equity Grading and Instruction, and in formative assessment practices, so that teachers can continue developing practices that give students multiple opportunities to demonstrate their learning and to re-assess when necessary.

The IB MYP Assessment Process Years 1-5
All work of MYP students is internally assessed by teachers using a standards-based, criterion-related approach. Students are assessed according to subject level standards and use of the corresponding IB assessment criteria.

Teachers will report on the students' achievement of the level descriptors for each subject assessment criteria. When the evaluations of the various tasks have been made, teachers will be in a position to establish a final profile of achievement for each student by determining the single most appropriate level for each criterion. The final levels for each criterion must then be added together to give a final criterion levels total for each subject for each student.

MYP Marking Practices for Summative Assessments

Students are assessed using the appropriate criteria rubrics per content area.

Language and Literature (English)			
Criterion A	**Analyzing**	Analyze text, analyze the effects of the creators choice on the audience, justify opinions and ideas, and evaluate similarities and differences.	**8**
Criterion B	**Organizing**	Employ organizational structures, organize opinions and ideas, and use referencing and formatting tools.	**8**
Criterion C	**Producing Text**	Produce texts that demonstrate insight, imagination and sensitivity, make stylistic choices in terms of linguistic, literary and visual devices, and select relevant details and examples to develop ideas.	**8**
Criterion D	**Using Language**	Use appropriate and varied vocabulary, write and speak in register and style that serve context and intention, use correct grammar, syntax and punctuation, spell, write and pronounce accurately, and use appropriate non-verbal communication techniques.	**8**

Language Acquisition (Spanish & Mandarin)			
Criterion A	**Listening**	Identify explicit and implicit information in texts, analyze conventions in complex authentic texts, and analyze conventions between complex authentic texts.	**8**
Criterion B	**Reading**	Identify explicit and implicit information in texts, analyze conventions in complex authentic texts, and analyze connections between complex authentic texts.	**8**
Criterion C	**Speaking**	Use a wide range of vocabulary, use a wide range of grammatical structures, use clear pronunciation and intonation to aid in comprehension, and communicate information clearly.	**8**

Criterion D	Writing	Use a wide range of vocabulary, use a wide range of grammatical structures, organize information effectively, and communicate required information with a sense of audience and purpose.	8

Individuals and Societies (History)

Criterion A	Knowing & Understanding	Use terminology in context and demonstrate knowledge and understanding of content and concepts.	8
Criterion B	Investigating	Formulate a clear focused research question and justify its relevance, formulate and follow an action plan to investigate the research question, use research methods to collect information, and evaluate the process and results of the investigation.	8
Criterion C	Communicating	Communicate information and ideas using a style appropriate to audience and purpose, structure information and ideas appropriate to specified format, and document sources of information using recognized convention.	8
Criterion D	Thinking Critically	Discuss concepts, issues, models, visual representation and theories, synthesize information to support arguments, analyze and evaluate sources/data using OPVL (origin, purpose, values and limitations), and interpret different perspectives and their implications.	8

Science

Criterion A	Knowing & Understanding	Explain scientific Knowledge, apply scientific knowledge and understanding to solve problems in familiar and unfamiliar situations, and analyze and evaluate information to make scientifically supported judgments.	8
Criterion B	Inquiring and designing	Explain a problem/question to be tested by a scientific investigation, formulate a testable hypothesis and explain it using scientific reasoning, explain the variables and how data is collected, and design scientific investigation.	8
Criterion C	Processing and evaluating	Present collected data, interpret data and explain results using scientific reasoning, evaluate the validity of a hypothesis, evaluate the validity of the method, and explain improvements or extensions to the method	8
Criterion D	Reflecting on the impact of Science	Explain the ways in which science is applied, discuss and evaluate implications of the use of science, apply scientific language effectively, and document the work of others and sources of information used.	8

Math

Criterion A	Knowing & Understanding	Select and apply appropriate mathematics when solving problems in familiar and unfamiliar situations, apply selected mathematics with solving problems, and solve problems correctly in a variety of contexts.	8
Criterion B	Investigating Patterns	Select and apply mathematical problem-solving techniques to discover patterns, describe patterns as general rules, and prove/verify and justify general rules.	8
Criterion C	Communicating	Use appropriate mathematical language, use appropriate forms of mathematical representation, move between different forms of representation, communicate lines of reasoning, and organize information in a logical structure.	8
Criterion D	Applying Mathematics in real life	Identify relevant elements of authentic real-life situations, select and apply mathematical strategies to reach a solution, justify the degree of accuracy and whether the solution makes sense in context of the authentic real-life situation	8

Arts

Criterion A	Investigating	Investigate a movement/genre related to the statement of inquiry and critique an artwork/performance from chosen movement/genre.	8

Criterion B	Developing	Explore ideas to inform final artwork and present artistic intention in line with statement of inquiry.	8
Criterion C	Creating/ Performing	Create or perform an artwork.	8
Criterion D	Evaluating	Appraise their own artwork and reflect on development as an artist.	8

Design

Criterion A	Inquiring and analyzing	Explain and justify the need for a solution to a problem for a specified client/target audience, identify the primary and secondary research needed to develop a solution, analyze existing products that inspire a solution to the problem, and develop a design brief.	8
Criterion B	Developing ideas	Develop a design specification with the success criteria, develop a range of feasible design ideas, present the chosen design and justify its selection, and develop accurate and detailed planning drawing/diagrams and outline the requirements for the creation of the chosen solution.	8
Criterion C	Creating the Solution	Construct and follow a logical plan, demonstrate technical skills, follow a plan to create the solution,and justify changes made to the chosen design, and present the solution.	8
Criterion D	Evaluating	Design detailed and relevant testing methods, critically evaluate the success of the solution, explain how it could be improved and its impact on the client/target audience.	8

Physical Education

Criterion A	Knowing and understanding	Explain physical and health education knowledge, apply knowledge to analyze issues and solve problems in familiar and unfamiliar situations, and apply physical and health terminology effectively.	8
Criterion B	Planning for performance	Develop goals to enhance performance and design, explain and justify a plan to improve physical performance and health.	8
Criterion C	Applying and performing	Demonstrate and apply skills, techniques, strategies and movement concepts, and analyze and apply information to perform effectively.	8
Criterion D	Reflecting and improving performance	Explain and demonstrate strategies that enhance interpersonal skills, analyze and evaluate the effectiveness of a plan, and analyze and evaluate performance	8

*Total for each course is 32

Interdisciplinary

Criterion A	Evaluating	Analyze disciplinary knowledge and evaluate interdisciplinary perspectives.	8
Criterion B	Synthesizing	Create a product that communicates purposeful interdisciplinary understanding and justify how their product communicates that understanding.	8
Criterion C	Reflecting	Discuss the development of their own interdisciplinary learning and how it enables action.	8

Personal Project

Criterion A	Planning	State a learning goal and explain how it was determined by personal interest, state intended product and appropriate success criteria, and present a clear and detailed plan for achieving the product.	8
Criterion B	Applying Skills	Explain how the ATL skills were applied to achieve the learning goal and product.	8

Criterion C	Reflecting	Explain the impact of the project on themselves and their learning and evaluate the product based on the success criteria.	8

How do MYP scores translate to LAUSD Grades?
As a result of our adoption of Equity Based Instruction and Grading, most teachers have moved away from using cumulative points and weighted averages to determine student grades and instead base final grades on student achievement of learning targets, including the criteria in the rubrics of each content area (see above). A final grade for each subject will be established at the end of each semester based on a body of evidence of student mastery of Standards-Based Learning Targets and IB Subject Criterion.

Los Angeles Unified School District Report Cards
There are six progress reports (three per semester) and two final reports (one per semester) per year.

Explanation of LAUSD Marking Terms
Three separate marks – subject, cooperation, and work habits – are issued for all secondary school courses.

CRITERIA FOR MARKS
   A. Teachers are to be thoroughly familiar with the standards addressed in courses and with Criteria for Marks.
   B. Students and parents are to receive the course description, the content standards, and the Criteria for Marks in the appropriate language.
   C. The final mark is an overall rating of the student's work and performance that demonstrates mastery of the California content standards for the entire duration of an authorized course.
   D. The marks of "Pass/Fail" and "Credit/No Credit" are not to be used for courses offered at LAUSD secondary schools.
   E. A mark with a plus or minus sign is not to be used. Two marks with a slash are not to be used (for example: C/D or E/S).
*Missed Work: Upon return from an excused absence, the student must be allowed to complete all missed assignments and tests.

WORK HABITS	E	S	U
Effort	Demonstrates exceptional determination in accomplishing tasks and mastering standards.	Demonstrates determination in accomplishing tasks and mastering standards.	Demonstrates little determination in accomplishing tasks and mastering standards.
Responsibility	Accepts complete responsibility for personal actions and demonstrates honesty, fairness, and integrity.	Accepts responsibility for personal actions and frequently demonstrates honesty, fairness, and integrity.	Accepts little responsibility for personal actions.
Attendance	Maintains excellent attendance record by consistently avoiding unnecessary absences or tardies.	Maintains a satisfactory attendance record by avoiding unnecessary absences or tardies.	Makes little effort to maintain a satisfactory attendance record; is frequently absent or tardy without excuses.

COOPERATION	E	S	U
Courtesy/ Respect	Maintains courteous relations with the teacher and other students and consistently works without disturbing others.	Demonstrates courteous relations with the teacher and other students and generally works without disturbing others.	Demonstrates discourteous behavior towards the teacher and other students and consistently lacks consideration for others.

Conduct	Obeys rules, respects public and personal property and actively promotes the general welfare.	Obeys rules, respects public and personal property and supports the general welfare.	Shows disregard for rules; has little respect for public and personal property and often opposed the general welfare.
Improvement	Assumes responsibility for personal improvement and rarely needs correction.	Tries to improve and usually accepts corrections in an objective manner.	Makes little attempt to improve and shows indifference or resistance to corrections.
Class Relations	Demonstrates leadership ability to work with others in a variety of situations to set and achieve goals.	Demonstrates ability to work with others in a variety of situations to set and achieve goals.	Demonstrates little ability to work with others in a variety of situations to set and achieve goals.

Equity Grading and Instruction (EGI) Grading Scale

Proficiency Scale	IB Scale	LAUSD Traditional Grade	Descriptors
0	0	F	**Not achieving to any descriptors above**
1	1-2	D	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.
2	3-4	C	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
3	5-6	B	Produces **good quality work.** Communicates **proficient** understanding of most concepts 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.
4	7-8	A	Produces **high-quality, occasionally innovative work**. Communicates **extensive** understanding of standards-based learning targets and objectives. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.