



GREEN BAY WEST  
An IB World School

*Empowered learners  
dedicated to integrity*

## Assessment Policy Green Bay West High School

### Purpose

Assessment at Green Bay West High School is a learner-centered, collaborative process between key stakeholders. The primary purpose of assessment is to inform and to guide classroom instruction. West High School's assessment policy provides an overview of our beliefs and practices regarding the purpose and use of assessment within the International Baccalaureate Middle Years Program (IB MYP) and Diploma Program (IB DP), and it is consistent with the standard and practices of the IB. This assessment policy is a working document developed by the assessment policy team.

### Our Assessment Philosophy

We are committed to creating a community of empowered learners who demonstrate integrity. To this end, we aim to offer a rigorous and engaging curriculum that aligns with the expectations of the IB programme. Our units of study are designed to promote the development of both critical and creative thinking skills. We evaluate students to inform our planning, teaching and learning. Instructors work to provide students with multiple opportunities to demonstrate their understanding and to support student growth. All IB programming at West (MYP, DP, CP) use criterion-referenced rather than norm-referenced assessments. Criterion-referenced means that teachers use professional judgment to assess students based on identified standards and criterion rather than against the work of other students. We differentiate the needs of our diverse learners and reflect IB's expectation of international-mindedness by allowing assessments to be set in a variety of cultural and linguistic contexts. We believe that assessment is best managed through an active partnership between students, teachers, and parents/guardians and we continuously strive to support those relationships.

### Access Policy

WHS is honored to offer the International Baccalaureate (IB) the Middle Years (MYP), Career (CP), and Diploma Programs (DP). Unlike many other programs in the United States and world-wide, the WHS IB boasts a completely open-access policy, meaning that *any student* with the drive and determination to challenge themselves with new ways of learning, thinking, and increased rigor has the opportunity to join West's IB DP Community.

### Assessments in Green Bay Public Schools *(paraphrased from Policy 346: Assessment Program Guidelines):*

- are based in the competencies students are expected to learn
- match what has been taught in the course
- reflect a variety of formal and informal techniques
- utilize a variety of assessment methods
- provide feedback to students, parents, and staff on student process
- yield useful results that promote reflection, self-assessment, and goal setting for both students and teachers
- are on-going and support the growth of the student
- are communicated to and understood by students, parents/guardians, teachers, administrators and the public.
- are used to inform school and program development goals

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- strive to eliminate bias and to promote cultural understanding

## I. Definitions

- **Formal Assessments:** those which directly contribute to the **IB diploma or certificate award**.
- **Informal Assessments:** those which contribute to the student's **course grade and West High GPA**.
- **Formative Assessments:** those that are designed to provide students insights into their development of knowledge, skills, and attitudes needed for the summative assessments. These assessments are typically given throughout a unit, these focused assessments evaluate only 1 or 2 criteria and have less impact on the student grade. There are two types of formative assessments:
- **Unscored Formative Assessment:** those which provide students the opportunity to practice, self-assess, or reflect on their learning. These assessments are typically given at the start of the learning process and **do not contribute** to the student grade.
- **Scored Formative Assessment** (*formerly known as benchmark or interim*): those which provide students the opportunity to monitor their progress and demonstrate their ability with the knowledge or skills they will need for the summative assessment. These assessments are given periodically throughout the unit and typically focus on a limited number of criteria strands.
- **Summative Assessments:** those that evaluate student achievement at the summation of the learning. Often given at the end of a unit, these **major** assessments are more complex and have a greater impact on the student grade and assess all of the criteria strands for the unit.
- **External Assessment:** a **formal summative** assessment which directly contributes to the final diploma qualification and is scored by **IB examiners**.
- **Internal Assessment:** a **formal summative** assessment which directly contributes to the final diploma qualification, but is scored by **West High teachers** prior to being confirmed or moderated by IB examiners.

## II. International Baccalaureate: IB Assessment Practices (*paraphrased from the IB Standards and Practices - Approaches to Assessment*)

- The school uses specific and constructive reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (*Approaches to Assessment 1*)
- The school uses the objectives and assessment tools for each subject to build assessments of student learning. (*Approaches to Assessment 1*)
- Teachers design assessment based on the IB program criteria and procedures. (*Approaches to Assessment 2*)
- Teachers use a variety of assessment methods. (*Approaches to Assessment 2*)
- The school demonstrates that assessment practices are formed around conceptual learning and inquiry. (*Approaches to Assessment 2*)

- The school records and submits IB-validated assessments in accordance with programme documentation. (*Approaches to Assessment 2*)
- The school administers assessment consistently, fairly, inclusively and transparently. (*Approaches to Assessment 3*)
- The school administers assessment in accordance with IB rules and programme guides. (*Approaches to Assessment 3*)
- Teachers standardize their assessment of student work to ensure reliable results. (*Approaches to Assessment 3*)
- The school reviews and ensures compliance with all access arrangements for students with documented needs. (*Approaches to Assessment 3*)
- The school ensures that external reporting and/or predictions are as accurate as possible. (*Approaches to Assessment 3*)
- Students take opportunities to consolidate their learning through a variety of assessments, some of which are interdisciplinary in nature. (*Approaches to Assessment 4*)

### III. CP-Specific Practices and Curriculum

The Career-Related Programme offers courses designed and delivered by Northeast Wisconsin Technical College (NWTC) as part of the pathway-specific work students pursue. As these are courses belonging to NWTC, enrolled students are expected to abide by all stated rules, procedures, and guidelines in the NWTC Student Handbook and individual course policies given by instructors and their syllabi. Additionally, students will be completing field placements with independent businesses as part of their service learning in cooperation with CESA 7; in these situations, students are required to cooperate and abide by individual expectations of interns and other temporary placement workers as given by their assigned workplaces.

Grade	Letter Grade	Boundary guidelines	IB General Grade Descriptors for DP and CP courses
1	D-	1-5	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.
2	D D+	6-7 8-9	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.
3	C- C	10-12 13-14	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.

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4	C C+	15-16 17-18	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
5	B- B	19-20 21-23	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 situations.
6	B+ A-	24-25 26-27	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.
7	A	28-32	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.

#### IV. International Baccalaureate: MYP-Specific Practices and Curriculum

Instructional practices and IB curriculum continually evolve. As units develop, scores are recorded and reported out to parents and guardians. The MYP Criteria are the guiding principles of assessment in 9th and 10th grade (with the exception of AP, CEP, special electives, and transcribed courses).

- Curricula and assessments are aligned vertically, building on prior knowledge and skills.
- Assessments are designed to align with state standards, and MYP course objectives, aims and criteria.
- The IB/MYP global contexts will provide the context for unit design.
- Teachers collaboratively create curriculum, assessments, and instructional practices using the MYP standards. These progressions of learning are written in the MYP unit planners.
- Exemplars of assessed work are made available to students.
- Teachers teaching the same course use common summative assessments aligned with MYP criteria strands.
- Teachers meet in Collaborative Learning Teams (CLT) and follow the established *Assessment Standardization Protocol* to review assessed unit work on a monthly basis.

#### IVa. Clarification on MYP Standards based Grading.

- IB MYP Course work is scored on several criteria that fit into 4 categories for each course.
- The assessments are focused on the description of students work and used by teachers and students as conversation starters about what the students strengths and growth areas are in each category
- All four categories are graded independent of each other, and are used in the final holistic assessment

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of a student's ability in the course. For example, a student can be rated very high in content knowledge but also rated as poor communicator in that discipline.

- IB MYP courses use a 0-8 criterion based rubric to score students on IB criterion. These rubrics clarify with student-friendly language in the task-specifics. Rubrics are available to students prior to each assessment.
- IB grade descriptors are converted to numbers to work with the online computer grading systems or GBAPS. This conversion can create an impression of a percentage within the computer program, but descriptions of skills are not a percentage and are not parts or a whole. The following conversion chart shows how these “false percentages” should be interpreted and converted to traditional letter grades.
- MYP to district grade conversion charts reflect common achievement between subject groups and are available to students and parents in the teacher course expectations documents.

IB MYP Grade Criterion Grade	IB MYP Criteria Summation Grade	Descriptor	Proficiency description	Traditional Letter Grade	False % conversion
8	28-32	Exemplary: Exhibits extensive Knowledge and understanding. Demonstrates sophisticated application of skills and concepts, communicates eloquently.	Exemplary	A	87.5%
7	26-27	Accomplished. Exhibits thorough Knowledge and understanding. Demonstrates effective application of skills and concepts, communicates fluently	Accomplished	A-	81.3%
6	24-25 B+	Proficient: Exhibits	Proficient	B+	75.0 % B +

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	21-23 B	appropriate knowledge and understanding. Demonstrates effective application of skills and concepts, communicates acceptably		B	65.6 % B
5	18-20	Approaching Proficiency: Exhibits reasonable knowledge and understanding, demonstrates adequate application of skills and concepts, communication acceptable.	Approaching Proficiency	B-	56.3 %
4	16-17 C+ 13-15 C	Progressing: Exhibits partial knowledge and understanding, demonstrate and incomplete application of skills and concepts communications tentatively	Progressing	C+ C	50.0% C+ 40.6 % C
3	11-12	Emerging: exhibits little knowledge and understanding. Demonstrates rudimentary application of skills and concepts, communicates poorly.	Emerging	C -	34.4 %

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2	9-10 7-8	D+ D	Insufficient: exhibits minimal knowledge and understanding, demonstrates unsuccessful application of skills, and concepts, communicates ineffectively	Incomplete / insufficient	D+ D	28.1 % D+ 21.8 % D
1	5-6	D-	Insufficient: exhibits minimal knowledge and understanding, demonstrates unsuccessful demonstration of skills application, and clear misunderstanding of concepts, communicates ineffectively or incompletely.	minimal evidence for assessment  Potential incomplete	D-	15.6 % D-
0	0-4 Incomplete		No Evidence to assess student must repeat an attempt.	No Evidence to assess	NG-No Grade	0%

## V. International Baccalaureate: CP and DP-Specific Practices and Curriculum

Like the MYP, the IB Diploma Programme also uses criterion-specific grading. Scores are also converted from the IB Scale to the district through equivalency, using grade conversion charts. When more than one instructor teaches the same course, they align their curriculum and assessments. Teachers meet weekly to collaborate on instruction and to provide support for shared students. DP and CP courses use a combination of formal and informal assessments--both formative and summative.

### External Exams

Upon course completion (usually in the Spring of Grade 12), candidates are assessed both internally and externally in ways that measure the student's performance using IB standards. "Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the assessment objectives of

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each subject curriculum, rather than the performance of other students taking the same examinations. These examinations are marked by external IB examiners. The marks awarded for each course range from **1 (lowest) to 7 (highest)** (see *IB General Grade Descriptors above*). The range of scores that students have attained remains statistically stable, and universities value the rigor and consistency of Diploma Programme assessment practice” (IBO.org).

### Assessment in the DP

During the month of October of a testing year, students will receive registration materials via their IB courses. Students, teachers, and families are encouraged to discuss and determine which courses the student will formally register for and assess in. Students will be asked to complete a registration form for these courses which will be submitted to the IB Coordinator.

As students and families make these choices, please keep in mind the following important information:

- College credit can **only** be earned by taking the appropriate IB External Assessments. There is a fee for exams that must be paid in order to have the opportunity to earn credit. Financial assistance is available. The DP Coordinator will provide details for financial assistance during exam registration.
- Students will need to declare which subjects they will be externally assessing in by November 1st.
- West’s IB staff highly encourages ALL of our IB students to assess in ALL of their classes. We believe that completing their course by taking external exams provides students with the best opportunities to gain the most from their IB experience.
- Students not taking the IB External Assessments will take IB External Assessments from a previous year in the same testing environment as those taking the current academic year IB External Assessments.
  - Students taking the alternate assessment will be graded by their IB teacher similarly to a final exam.

### Moderation and Standardization

In August following the testing year, the DP/CP teachers will meet (face-to-face or virtually) in a retreat in which they will look at feedback from the IB regarding the previous external exam and IA predicted scores. Teachers will work in collaborative learning groups (CLTs) with content area teachers and/or the DP coordinator to evaluate feedback and gauge the accuracy of predicted grades. They will also use this time to consider feedback provided to students during practice exams and scored formative assessments in order to ensure that the students are receiving an accurate understanding of their progress.

## VI. Support

Several opportunities exist for both financial and academic support.

### Financial Support

Families who qualify for Free or Reduced Meals can receive a waiver of all IB assessment fees by completing the Free and Reduced Information Sharing document (attached) and submitting it to the WHS main office.

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### Academic Support

Students who need help with IB coursework or examination preparation have a number of options. The IB Lounge is staffed by IB teachers who are happy to help answer questions. Exam preparation materials and assessment examples, as well as computers, reference books, and school supplies can also be found in the IB Lounge. The IB Club holds monthly study tables for cooperative groups to learn from each other. After school tutoring is held Monday through Thursday in the LMC. And, students can sign up to get additional help from teachers during their Wildcat Days during Advisory time.

### Analysis of Data to Inform Instruction

IB feedback is reported to IB teachers and administration throughout the period of July 5-12 each year. These scores include subject, candidate, IA, moderation and moderator feedback. At teacher request, the coordinator will order feedback on individual assessment scores. Each summer, the DP staff will meet to discuss progress, goal setting, and the instructional needs of the programme.

### Recording and Reporting

Green Bay West High School uses Infinite Campus as a means for reporting and recording student performance. Progress is communicated to the school community each six-week grading period through Infinite Campus as well as bi-yearly at Parent-Teacher Conferences.

### VI. Other Required Assessments

Compliance with state, local, and national requirements is delineated in unit planners. IB unit planners align the IB standards for MYP/DP/CP with district standards. West High school students also complete a variety of standardized assessments outside of the IB programme and are listed in the chart below..

Assessment	Grade Level	Content of Assessment	Timeline
Wisconsin Forward	10	Individuals and Societies (Social Studies)	Spring
Pre-ACT Secure	9-10	English, Reading, Mathematics, Science and Writing	Late Spring
ACT Plus Writing	11	English, Reading, Mathematics, Science and Writing	Late Winter
ACCESS	9-12	English Language Learners Testing	Winter
High School Civics	9	Individuals and Societies (Social Studies)	Spring

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<b>District Interim Assessments</b>	<b>9-11</b>	<b>All Core Classes</b>	<b>3 Times Per Year at Regular Intervals</b>
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#### **VII. Review Committee**

The Assessment Policy committee, with the support of subject departments, will continue to review, support, refine, and build our Assessment Policy on a regular basis to ensure that we are meeting the needs of all our students.

#### **IX. Green Bay Area School District's Policies Regarding Assessment**

This document was written in accordance with the following policies of the Green Bay Public School Board:

- GBAPS Board Policy 346: Assessment Program
- GBAPS Board Policy 345.1: Instruction
- GBAPS Board Policy 345.3: Homework