



International Baccalaureate Program at Myers Park High School

At Myers Park High School, we believe that teaching, learning and assessment are interdependent. The chief purpose of assessment is to permit all students to develop to their full potential by knowing where they are in their learning and what they have to do in order to continue to make high-quality progress. It also informs others as appropriate-- parents, administrators, Charlotte Mecklenburg Schools and the North Carolina Department of Public Instruction.

Principles

- *Assessment should account for a variety of learning styles.
- *Assessment should be differentiated to account for the diverse backgrounds of learners.
- *Students should have a wide variety of different assessment opportunities (written assignments, oral presentations, field work, practical work, exhibitions, performance, tests and examinations, research papers, peer and self-assessment).
- *Assessment should be criteria-referenced, so that students are assessed against published, agreed, learning objectives. These learning objectives are published for each subject and each grade level, and should be available to parents and students.
- *Assessment should measure what students understand, what they can do and what they know.
- *Assessment should be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge).
- *Assessment should be on-going and reflective, allowing students to evaluate their progress and set targets for improvement and the schools to evaluate the measure of success in meeting specific learning objectives.
- *Assessment should be internally moderated to ensure consistency.
- *Levels of achievement are assigned, for any given particular piece of work, to reflect a student's level of performance as measured against specific criteria.
- *Toward the end of year 5 (10th grade) MYP grades on minimum tasks should reflect the level of achievement most consistently achieved by the student.
- *Students should be given opportunities to evaluate their progress and set targets for improvement.

Policy

- *In the development of curricula, departments should clearly formulate their aims as well as learning outcomes/objectives. This will facilitate the identification of specific outcomes for each unit of work/assignment/course. Such planned outcomes must be explicitly communicated to students and should appear in school handbooks, teacher syllabi and other relevant documents.
- *In addition to specifying outcomes, curricula should be student-centered and describe guiding questions, skills to be mastered, assessment strategies, and content. The general nature of the learning experience, including teaching methods/strategies, should be clearly stated.
- *The regular review of curricula should be standard practice in every department.
- *In developing and reviewing curricula, wide consultation should take place.
- *Where appropriate, interdisciplinary curriculum planning should be a key feature of all departmental practice.
- *In planning curricula, departments should work positively with the diverse linguistic, cultural and religious backgrounds of learners.
- *Support and developmental programmes, to facilitate access to courses by those students that need such services, should be clearly outlined.
- *Department Chairs are required to report to the principal on a regular basis in respect of their development and review of curricula.

Teachers must record the Charlotte Mecklenburg Grade (A-F) and MYP grade (1-7). Both grades must be communicated to parents.

Charlotte Mecklenburg Grading Scale

A	100-90
B	89-80
C	79-70
D	69-60
F	Below 60, Failing

MYP Grades and Descriptors

Grade	Descriptor
Grade 1	Minimal achievement in terms of the objectives.
Grade 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
Grade 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .

Awarding MYP Grades

In each subject, the award of final (reported) 7 (high) – 1 (low) quarter grades requires the translation of a variety of criteria-referenced grades awarded through each reporting period, into a single 7 (high) – 1 (low) grade. Each subject will have different benchmark criteria used for different assessment opportunities, such as written essays or projects, oral work, science labs, theatre performance, art exhibitions etc. These criteria are measured on numeric scales, which differ in range and weighting by assessment, subject and course. Each Department Chair should have these criteria clearly identified in their curriculum documentation.

Assessment Tasks

Each student can expect, during the course of each quarter:

- *a variety of different assessment tasks to be undertaken
- *to be notified in advance of the criteria for each assessment task
- *that different assessment tasks will be weighted according to the complexity, length and relative importance of the assessment. In practice, this means that major projects or unit assessments will carry greater weight in a final (reported) grade than minor completion or reinforcement tasks.

Homework Policy

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

The amount of homework given will vary across the school, and at the beginning of the academic year homeroom teachers will advise each class of the timing and quantity of homework they can expect to receive.

All MYP subjects receive final grades in the range from 1 to 7. The general IB grade descriptors indicate the achievement required for the award of each grade. These descriptors are used when determining grade boundaries in each of the subjects and appear on the back of the record of achievement.

Language A	Standard mathematics, extended mathematics		
Grade	Boundaries	Grade	Boundaries
1	0–4	1	0–4
2	5–9	2	5–8
3	10–14	3	9–12
4	15–19	4	13–17

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5	20–23	5	18–21
6	24–27	6	22–25
7	28–30	7	26–28
Language B foundation, language B standard and language B advanced	History, geography, humanities, economics, business studies		
Grade	Boundaries	Grade	Boundaries
1	0–8	1	0–7
2	9–16	2	8–12
3	17–23	3	13–18
4	24–30	4	19–23
5	31–36	5	24–28
6	37–42	6	29–33
7	43–48	7	34–38
Biology, chemistry, physics, sciences	Computer technology, design technology, technology		
Grade	Boundaries	Grade	Boundaries
1	0–5	1	0–5
2	6–11	2	6–9
3	12–18	3	10–15
4	19–24	4	16–21
5	25–28	5	22–26
6	29–32	6	27–31
7	33–36	7	32–36
Dance, drama, film, music, visual arts	Physical education		
Grade	Boundaries	Grade	Boundaries
1	0–3	1	0–5

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2	4–8	2	6–10
3	9–13	3	11–15
4	14–20	4	16–20
5	21–25	5	21–24
6	26–30	6	25–28
7	31–34	7	29–32
Personal project			
Grade	Boundaries		
1	0–5		
2	6–9		
3	10–13		
4	14–16		
5	17–21		
6	22–24		
7	25–28		