

IB Assessment and Policy

Philosophy:

One of the aspects of the IB Program is the nature in which assessments are given. Students have multiple methods and opportunities to show their achievement of the subject area objectives. Our internal and external assessments are a means to evaluate student thinking and learning. All assessments support curricular goals for the subject as well as provide an opportunity for teachers to evaluate student mastery of the content. Teachers use assessments to guide instruction and to provide timely and clear feedback to improve future learning. Timely and data-driven feedback on assessments is an essential part of student and teacher growth. Preparation for the formal IB assessments are frequent and mirror the format and expectations of external and internal assessments.

Our goal is to create life-long learners. In order for students to be knowledgeable inquirers, we want them to be thinkers and this is in turn monitored through various types of assessments. From formative to summative, students are evaluated based on benchmarks, rubrics and criteria from state, county and IB expectations.

Purposes of Assessment:

- Monitor and improve student learning
- Determine the need for additional teaching of specific content
- Determine students areas of strengths and weaknesses
- Determine curriculum needs
- Guide staff development needs
- Inform parents of student progress
- Helps students develop learning skills and strategies

Types of Assessments

Formative Assessment

Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning. Teachers use the data to provide feedback and to adjust instruction to enhance learning and achievement. Formative assessment can include but are not limited to teacher observation, quizzes and verbal questioning.

Summative Assessment

Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material. They measure achievement based on established criteria and are usually given at the end of a teaching unit or course. Summative assessments can include but are not limited to presentations, projects, portfolios, and paper tests. The level of mastery is determined using a rubric.

Internal Assessment (IA)

Internal Assessments (IA) are mandatory assessments completed during the 11th and 12th grade year of the DP programme. The classroom teacher uses a rubric published by IB to award grades. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but not limited to oral presentations, language presentations, historical investigations, science lab reports, math projects and art shows. The teachers share the grading criteria/rubric in every course and with all major assessments so the students know the expectations. The final grade contributes to the students IB score for that subject.

External Assessment

IB external assessments are exams that are completed by students in the month of May once the IB course is over. The May examinations include multiple choice and open-ended or essay questions and are sent away to be marked by external IB examiners. Final examinations are the main means of external assessment, but work such as Extended Essay, written papers, TOK essays and Visual Arts exhibitions are also externally assessed.

Students in grade 9 and 10 will take state benchmark assessments (FSA and EOC's). These assessments are used to evaluate student proficiency in the subject areas and in some cases award class credit.

Students enrolled in Advanced Placement (AP) courses will also sit for the written exam in May after the course has finished.

An assessment calendar is provided by both IB and AP the summer before a school year starts allowing plenty of time to plan for those assessments. If an IB and AP exam fall at the same time, and AP exam will be rescheduled.

Grade Reporting:

Teachers also use school-based student assessment in addition to IB internal and external assessments. These school based assessments are essential for student success and contribute to the students' report cards. The report card grade each student earns in a particular IB class is not tied directly to the marks earned on formal IB assessments, but is reflective of work completed in preparation for those assessments. IB scores are available online on or around July 5th each year. Report card grades during the courses are based on unit testing using past IB exams, practice exams and in class assignments as modeled from IB assessments.

Teachers communicate grades and progress using an electronic gradebook, Pinnacle. Parents and students can use their portal to check grades at any time. Parents are encouraged to check their students' progress on a weekly basis. Interims are given out at the halfway mark for each quarter. Then

report cards are given quarterly. The grade used is as follows: A(90—100), B+(87—89), B(82-86), C+(77—79), C(70—76),D+(67-69), D(60-66), Anything below 60 is an F (failing condition).

The IB Diploma Programme uses a scale from 7(excellent) to 1(minimal), with a score of 4 as worthy of recognition by most colleges and universities.

Earning the International Baccalaureate Diploma

Diploma Requirements	Criteria
3 SL and 3 HL subjects	Minimum score of 24 points overall Minimum of 12 points earned on HL exams Minimum of 9 points earned on SL exams
Theory of Knowledge	Prescribed Title Essay and Oral Presentations grades earned A (highest) to E (lowest)
Extended Essay	4000 word essay Grades earned A (highest) to E (lowest)
Creativity, Activity and Service (CAS)	18 months of documented activity

Students need to earn a grade of at least D in both Theory of Knowledge and Extended Essay or 28 overall points to receive the diploma. If a student earns less than 24 points, receives a score of 1 on any HL subject, or receives two or more scores of 2 in any subject or level, they cannot earn the IB diploma.

Plagiarism

Students are given a copy of the plagiarism policy starting in the fall of their junior year and then revisited the beginning of their senior year. They are asked to review it with their parents and all parties' sign and return it. Copies of the policy are posted in each classroom. The use of TURNITIN.com helps to monitor plagiarism as well. See plagiarism policy for consequences.

Students Responsibility:

- To working diligently in completing assignments on time and in an ethical manner (academic honesty)
- To monitor their progress in their classes (Pinnacle gradebook) and inquire about ways to improve if needed
- To prepare for all forms of assessment and know rubrics
- To be aware of goals and standards for all classwork (syllabus)
- To set goals for their personal growth as life-long learners
- To communication with teacher

Teacher Responsibility:

- To facilitate learning
- To understand material and standards for achievement in their courses and seek out assistance where needed
- To communicate clearly with students and parents about the goals that need to be accomplished in their courses and the expected outcomes
- To analyze assessment data and assist students with their strengths and areas of concern
- To assess students as needed in a variety of formats to ensure mastery of material and preparation for IB assessments

Coordinator/Administration Responsibility:

- To support teachers and students in meeting their goals for the coursework and complete program
- To assist and provide necessary training for teachers
- To provide time for teachers to reflect and plan both individually and collaboratively in order to enhance instruction
- To work together to analyze student performance
- To provide tools and materials to best achieve the goals of the IB program

*IB teachers will revisit policy at beginning of each year for revisions.

*Used material from IBO.org in policy.

* Vanguard High School