

International Baccalaureate Programme

Assessment Policy

**Ridgeview High School**

Philosophy

At Ridgeview High School, we view assessment as an opportunity for teachers to monitor intellectual growth of students, and evaluate their progress towards mastery of skills needed to for their summative IB assessments. Assessments must also be used to evaluate student mastery of subject specific state standards and the common core standards. In each course, formative assessments allow students the opportunity to practice testable skills in a variety of contexts and receive feedback from teachers.

Formative assessments are designed to encourage students to reflect on and apply instruction in a meaningful way. Through teacher feedback, students and parents are able to monitor their progress towards meeting course and IB requirements. Assessments also allow teachers to reflect on the effectiveness of their instructional methods, and anticipate areas for student improvement and provide intervention when students show critical deficits.

Principles of Assessment

Effective assessment allows students to demonstrate their learning gains in a variety of styles and display critical thinking and effective communication skills. It will encourage students to become independent learners by providing opportunities for self-monitoring and self-evaluation, as well as for peer-evaluation and reflection. To this end assessments may take the form or written, oral or creative displays of learning, as is deemed appropriate to the discipline by the teacher.

Assessments will provide students with  realistic models of the Diploma Programme requirements and grading criteria. Across the program, teachers use IB rubrics to guide their grading of assessments. Additionally, it is a common practice to model our assessments on those questions from previous IB tests and/or use subject area exams as assessment tools. This is especially true for our summative assessments, but similar models can also be found among formative assessments.

For assessments to be effective, teachers must vary design assessments to gain quantitative data about subject-area mastery, and use this data to give timely feedback to students and parents. Teachers design assessments to measure knowledge, ability to apply new skills and to evaluate comprehension of concepts. An effective assessment is one which the teacher has provided the student with an appropriate amount of time to complete the task while still maintaining a balance among other classes and extracurricular, and provided the student clear guidelines, learning objectives, or formative assessments for self-monitoring.

**Formative Assessments**

Formative assessments provide helpful and timely feedback to teachers and students that help inform instructional practice and learning. Formative assessments are used to observe the levels of student understanding and instruction may be targeted based on areas that need further development. Formative assessments include, but may not be limited to, quizzes and chapter tests, guided class discussions, guided oral and written commentaries, guided peer- and/or self-evaluation, group projects, presentations and timed and untimed essays, reflective writing and investigations in a supervised lab.

**Summative assessments**

Summative assessments are administered at regular intervals and are reported as a large component of the letter grades that students receive on reports cards and interim grade reports. These are designed to measure student achievement of course aims. When IB rubrics are used to evaluate student performance, teachers may convert achievement levels attained on the rubric into point totals that are used to calculate a student’s grade. In some cases, teachers do construct their own rubrics that are consistent with the learning objectives of the IB syllabus for a course. Summative assessments include unit tests, semester exams, research projects, lab reports, and formal essays and presentations

When determining predicted grades for IB, summative assessments are given more weight.

**Criterion-based assessment**

Criterion-based assessment is equally appreciated by teacher and student, and is preferred in our program. The teacher and student know what must be taught / learned for success. Both parties are accountable for their part in the process. Parents also appreciate understanding the expectations. Many of the subjects have options that permit the teacher to focus on areas of personal strength, student interest, and to select options best accomplished with the resources at hand. Rubrics also aid in consistent scoring of subjective materials; again, making it easier for students to understand why answers were / were not acceptable. For courses where there is not an IB rubric, teachers are expected to develop one that is shared with the students at the time the assignment is made.

Teacher Responsibilities in assessment:

Subject area teachers are required to provide students with grading criteria for formative and summative assessments. Teachers must also declare major assessment deadlines to students in-class and through the use of a program-wide master assessment calendar. This allows for teachers, students and parents to monitor major time-management conflicts that might compromise an accurate assessment of student learning.

Teachers have a responsibility to use formative assessments as part of reflecting upon their instructional practices and areas for continued growth.

Teachers use formative assessments and the internal assessment as part of the process to create students’ predicted grade in a course. Teachers and the coordinator review predicted grades against the actual grades in September of the following academic year to address discrepancies and inform instructional focus for the upcoming academic year

**Grading Scales and Descriptors:**

**Ridgeview High School Grading Scale and descriptors**

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Point range** | **Generic descriptors (adapted from the International School of Beaverton, Oregon)** |
| **A** | **100-90%** | 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. |
| **B** | **89-80 %** | 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 is shown where appropriate. The Student occasionally demonstrates originality and insight. |
| **C** | **79-70%** | AN adequate understanding of 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 |
| **D** | **69-60 %** | 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 |
| **F** | **59% and below** | Minimal or very limited achievements against all of 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 |
|  |  |  |

**IB Grading Scale**

7 Excellent Performance

6 Very Good Performance

5 Good Performance

4 Satisfactory Performance

3 Mediocre Performance

2 Poor Performance

1. Very Poor Performance

Student ownership of assessment:

Students have a responsibility to guarantee that their work is a reflection of their own motivation, best effort and thought-processes; non-IB assessments must comply with the individual teacher's expectations and policies regarding timeliness.

At the beginning of each academic year, students are made aware of their responsibilities in the IB assessment processes through the General Regulations and through the subject area requirements. Students are provided with a copy of the Academic Honesty Policy of the program at the beginning of the year. Students and Parents sign an acknowledgement of this policy each year and it is kept on file in the coordinator’s office. They are aware of the consequences of non-compliance. A copy of this statement is included at the end of the assessment policy.

Parent awareness of assessments:

At the beginning of each academic year, parents are provided copies of the General Regulations and are made aware of the consequences of non-compliance both by the subject area teachers and by the coordinator. A master calendar of assessments is available through the coordinators office and available online through the school’s website. Parents are notified of formative assessment outcomes through grade reports which are generated by the school approximately every 4 ½ weeks. Furthermore, parents can monitor assessment outcomes through the online grading system, FOCUS .

Local practices and grades:

For internal and external assessments the IB grading criteria are strictly followed, and teachers have received subject-area specific training in order to correctly apply IB rubrics.

The school district mandated grading scale is used for formative assessments and school-specific quarter and semester exams. Individual teachers are free to determine the relative impact of formative and summative assessments on the quarter grades.

IB grades are not always transformed into local grades. The May exams fulfill the subject area final examination requirement set by the school district, but no grades are given for the exam scores. Teachers may grade the completion of components of internal assessments to encourage students to be diligent in their preparation of the final IA product, but all internal assessments are assessed for programme purposes as a final product using the rubric provided by IB. If a teacher gives practice exams for class credit, the teacher develops a grading scale as they see fit for the assessment.

The school has an established general policy regarding late work, work missed due to absences, and work missed due to school events. The general policy addresses the student contacting the teacher within a 2-3 day limit after return to school, but leaves the actual grading practice of late work to the discretion of the teacher. However, if a student has been suspended from school, the teacher is required to provide assignments to the student, but the teacher may opt not to grade the work for credit. This does not apply to missing any portion of the May exams.

In the Extended Essay process, completion grades for the steps are posted to TOK due to the relationship of both to bonus points toward the diploma. The completion grades are meant to encourage the student to stay on track with the Extended Essay process, and as a way to allow students and parents to monitor their progress toward the end goal. Though these completion grades impact the quarter and semester grades of the student, they have little bearing on the predicted Theory of Knowledge grade. There is no grade assigned for the contents of the Extended Essay. Failure to submit an Extended Essay results in a student being withdrawn from the program.

Missing deadlines for internal assessment requirements in the subject areas also follows similar patterns and resulting completion grades. Non-compliance with internal assessments can result in withdrawal from the program.

**Determination of Internal Assessment grades:**

IA grades are determined by application of the assessment criteria appropriate to the subject. If more than one teacher is involved, the teachers are required to develop an equitable common plan to be used by all teachers involved with the IA process. To this point, this has only applied to certain years in English A1, Spanish B orals, and TOK oral presentations.

For the English A1 oral commentary, each teacher submits a collection of chosen passages from the works studied by all. The coordinator is the invigilator for the preparation room. Multiple copies of the passages are shuffled and the students draws one at random upon entering the preparation room. The students complete the oral commentary assessment with their own classroom teacher.

For Spanish B, the students complete the assessment with their own classroom teacher, but the teachers have established the commonalities.

For TOK, the classes have been small enough that the pair of teachers for that grade level both attend the oral presentation. They evaluate the student on the presentation criteria provided by the IBO and together determine the score using the IB rubric.

All predicted grades and internal assessment marks are presented to the coordinator who posts them to IBIS on behalf of the teachers. The teachers receive a print copy of their postings. The program policy is that teachers do not notify the student of either the predicted grade or internal assessment mark. For the IA, the student is encouraged to check the submission against the set assessment criteria. After exam results are released in July, any student may request to see all details of their IB assessments and predicted grades.

Implementation of Assessment Policy

The assessment policy is reviewed at the end of each academic year, and a committee may be convened if it is felt by the faculty that amendments need to be made to the policy. The policy is reintroduced each academic year at a meeting in August with the IB faculty. The program coordinator distributes the assessment policy and subject-specific rubrics and guidelines to the teachers. Teachers, as stated above, have an obligation to inform students and parents of the assessment policy and implement it in their classrooms.

Mock exams / practice exams /venue for exams:

Teachers are required to acquaint the students with the formats and mark schemes of previous years’ exams to put the students at ease with the differing examination requirements of each subject area. Some prefer to use exam questions on assessments throughout the year while others prefer to focus on exam preparations during the last few weeks of the year. Both methods seem to work well for the students.

We no longer hold the IB exams on campus due to the lack of appropriate facilities and distractions on campus. The exams take place at a conference center on the campus of the local junior college located less than three miles from the school. Transportation is not provided to or from the exams.

For the exams, we provide all necessary equipment: black pens, pencils, colored pencils, rulers, scrap paper, erasers. The graphing display calculators used are property of the school and are preset to exclude prohibited options. Those provisions have been noted by the students as a great stress reliever. The student brings nothing into the exam room except bottled water.