

Allen D. Nease High School IB Program

Assessment Policy

Philosophy

International Baccalaureate assessments are about the quality of candidates' work and rests with worldwide examiners trained in criterion-referenced standards clearly communicated in each subject's syllabus and led by chief examiners with international authority in their fields. Therefore, classroom teachers, students, and the school administration work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Classroom teachers use formative and summative assessments to guide the effectiveness of instruction and assess progress; the aim of any assessment is to ensure that proper teaching and learning is taking place in each classroom. The principal provides teacher expectations regarding assessments based upon the district grading and assessment policies.

Responsibilities of Students

- * Analyze both formal and informal assessment data to monitor their personal growth.
- * Participate in student-led conferences and ability explain their own work.
- * Keep track of their own performance on learning goals.
- * End instructional units with self-assessment relative to learning goals.
- * Identify challenging goals for their own learning.
- * Use data to test assumptions about own learning.

Responsibilities of Teachers

- * Engage in self-reflection on their own practice to enhance their effectiveness.
- * Analyze assessment data to identify patterns of student performance and needs.
- * Teach students how to guide their own learning by providing ongoing feedback.
- * Provide timely feedback to students and parents on in-class work and homework.
- * Systemically recognize students who make observable progress on learning goals.
- * End instructional units by providing students with clear feedback on the learning goals.
- * Use assessments to inform and improve instruction.
- * Use assessments that are meaningful and reliable.

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* Be aware that assessment instruments can be culturally biased and use multiple assessment strategies to more thoroughly evaluate student progress (e.g., projects, portfolios, etc.).

* Seek input from families on ways of developing informal assessment strategies.

Responsibilities of the School Administration

* Supports staff in using multiple assessment strategies.

* Provides all student-related data in a timely manner.

* Provides time for teachers to plan and reflect.

* Provides training on data interpretation and use.

* Provides common assessments that are used at least every 9 weeks and time to reflect on results

* Sets specific achievement goals for the school.

* Uses performance on school-wide and individual goals to plan for future years.

* Provides appropriate funds/support for testing environment set up

All members of Nease High School will maintain academic integrity at all times. For more information regarding the Nease IB Program's Honor Code and academic policy, please reference Nease Integrity Policy and Nease IB Honor Code on the Nease website.

Grading Scale:

Florida Public School Report Card grades are based on a letter scale of A (90-100), B (80-89), C (70-79), D (60-69) and U (0-59).

St. Johns County School District has an assessment retake policy required of all high schools. Students are allowed to take an assessment over, up to a grade of 85%, when remedial work has been completed and submitted.

The International Baccalaureate Diploma Program grading scale is a numerical system from 7 (excellent) to 1 (minimal), with a 4 considered by most colleges and universities as a grade worthy of recognition.

Advanced Placement Courses are scored 5 (excellent) to 1 (minimal) with a 3 considered by most colleges and universities as a grade worthy of recognition.

Because of variables including attendance, timeliness and accuracy of completed homework, notebooks or special projects required, or performance on formative and summative tests in the classroom, students may perform better in one venue or the other (school grades vs. IB assessment).

Nease recognizes the need for assessment to be standardized with DP assessment criteria and achievement levels. As teachers build new common assessments, the IB teachers utilize the DP grade descriptors and IB grades (1-7) translated to our state requirements (A-F). To assign values in their gradebooks, teachers follow the expectations provided by our

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principal and required by our school district. Grades are indicative of proficiency of understanding the standards (objectives), rather than behaviors (tardiness, legibility, etc.).

IB Assessment

At various times throughout the two-year program, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

Internal Assessment

In all subjects at least some of the formal IB assessment is carried out internally by classroom teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances. Teachers are trained to use criterion referenced rubrics and their scoring is moderated externally to assure international parity.

An internal assessment which is sampled and sent out to subject examiners in the field through IB is still another avenue to ensure proper teaching and learning is happening in the classroom.

External assessment

Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions but are then marked externally by examiners. Examples include written assignments for Language A, essays for Theory Knowledge and Extended Essays, as well as annual May examinations. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest share of the assessment for each subject.

These internal and external assessments aim to balance the evaluation of the students.

IB Diploma Attainment

The IBO uses criterion-referenced assessments to confer points leading to an IB Diploma. Each of six examined subjects is graded on a scale of 1 to 7. A student who scores a minimum of 24 points on 3 Higher Level and 3 Standard Level (or 4 HL and 2 SL) subjects with a minimum of 12 points in the Higher Level Subjects, passes both the Theory of Knowledge internal assessment and the extended essay with at least a D grade, and accomplishes approximately 150 CAS (Creativity, Action and Service) hours can be awarded an IB Diploma provided none of the following failing conditions prevail:

- A grade of 2 in any HL subject
- A grade 1 in any SL subject
- Two or more grade 2 in SL subjects
- Two or more grade 3 in HL with a grade of 2 at SL
- Four or more grade 3 subjects

Excellent performance in the six subject areas results in a grade 7 for each, or a total of 42 points.

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The maximum diploma point score is 45. Theory of Knowledge and the Extended Essay contribute to the overall score through a matrix system, which awards up to three bonus points based on the candidate's combined performance.

Those students who do not satisfy the entire set of requirements for an IB Diploma or who elect to take fewer than six subjects are awarded a certificate for examinations completed.

Equability in Assessment

Students who have been deemed eligible by the school, IB, CollegeBoard or ACT for accommodations are supplied with appropriate setting, material, technology, extended time, etc. as deemed necessary.

For more information regarding equability in assessment, please reference Nease IB Program Inclusion and Language Policy on the Nease website.

Supporting Research

Authentic Education – Grant Wiggins and Associates, TA <http://www.grantwiggins.org>

Fairtest: The National Center for Fair and Open Testing, *Performance assessment annotated bibliography*. <http://www.fairtest.org/perfbib.html>

North Central Regional Education Laboratory, *Critical issue: Ensuring equity with alternative assessment*. <http://www.ncrel.org/sdrs/areas/issues/methods/assment/as800.htm>

Stiggins, R. (2004). New assessment beliefs for a new school mission. *Phi Delta Kappan*, 86(1), 22-27.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, Indiana: National Educational Services.

Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria Virginia: Association for Supervision and Curriculum Development.

Zemelman, S., Daniels, H., & Hyde, A. (2005). *Best practice, third edition: Today's standards for teaching & learning in America's schools*. Portsmouth, New Hampshire: Heinemann.

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