

Assessment Policy: 2020-21

Introduction and Purpose:

The purpose of this document is to

- Communicate to all stakeholders in our IB community – administrators, teachers, students, and parents – the expectations for creating a program of academic rigor with appropriate support as required by IBO.
- Provide clear guidelines to all stakeholders by defining assessment expectations in the context of the Middle Years, Career-related, and Diploma Programs within Henrico County Public Schools.
- Establish clear responsibilities of all stakeholders.

This document draws its authority from the IBO *MYP Coordinator's Handbook*, the *Handbook of Procedures* for the Diploma Program, *Programme Standards and Practices, Candidates with Special Assessment Needs, Standards and Practices* for the Career-related Program, , *The Middle Years Program: A Basis for Practice*, *The Diploma Program: A Basis for Practice*, *The Middle Years Program: From Principles to Practice*, *The Career-related Program: From Principles to Practice*, *The Diploma Program: From Principles to Practice*, the subject guides for each MYP and DP subject, and the HCPS curriculum guides. It was created originally in collaboration by teachers, administrators, and parents from our IB sites in 2009 and has been evaluated regularly by the HCPS IB Advisory Council.

Program Philosophy:

IB stresses that the aim of assessment within the programs is that it should support curricular goals and encourage student learning. Learning is seen in the larger picture through the Learner Profile - building those characteristics that make good leaders, hard workers, great thinkers, and caring citizens. IB utilizes a broad spectrum of assessments to provide students with the opportunity to demonstrate their capabilities.

The Middle Years and Diploma Programs have formal assessments, which contribute to final qualification for the Middle Years Certificate or the IB Diploma. The most formal variety of assessment is the external exam, which is sent to an external examiner to be marked and scored. The IB exams given in May of the junior and senior year, the TOK essay, the Literature essay, the Theatre Research Investigation, and the Extended Essay are examples of this sort of assessment.

For the Diploma and the Career-related Programs, the external examinations provide the greatest structure and direction for each subject. There is a greater degree of reliability provided by a standardized examination environment and external marking. The nature of the examination questions varies from paper to paper, from subject to subject. Objective tests comprised of sets of multiple choice questions are employed in the sciences. Short answer questions, structured and extended responses, essay questions, data-analysis questions, text-analysis questions, and case-study questions are all used where appropriate.

The next level is the internal assessment, which is judged by the teacher. The Middle Years Program's assessments are all internal. These activities may be projects, tests, essays, presentations, portfolios,

group projects, demonstrations, or practical exercises. Teachers design these tasks in order to elicit maximum performance in each student. The most structured and standardized of these MYP assessments is the Personal Project. It is completed over multiple months, scored by a team of teachers, and moderated by IBO through school-selected samples. All of the Diploma Program subjects have internal assessments as well, which may be oral exercises, projects, portfolios, class presentations, practical laboratory work in the sciences, mathematical investigations, and artistic performances. These tasks are more prescribed than those of MYP, giving the student some choice in subject and treatment but not in scope. Internal assessments are important because they allow the teacher to evaluate the student in ways that a formal examination cannot. Diploma Program, and by association Career-related Program, level Internal Assessments are marked by the teacher, and a randomly selected sample is moderated by external examiners. This moderation determines the IA score for all the school's students in that subject.

Thus, because these summative instruments are the means by which students will be judged, it is the aim of our program to prepare our students for success in these summative tasks. Teachers have the responsibility to design and provide formative assessment structures and practices that break down the various assessments into skills, and to help students improve their understanding of what constitutes excellence and where their work stands in relation to this. The emphasis here, a key component of learning how to learn, is improving students' judgment of their own strengths and weaknesses and then helping them develop strategies to improve.

Program Practice:

IB courses are designed to encourage synthesis among subject areas rather than specialization of specific subject content. That is, they are created to foster higher level thinking and application of skills rather than merely recall large quantities of knowledge. Students are required to recall, adapt, and apply knowledge and skills to new situations. **The implications of what is taught in each course are therefore significant in the following ways:**

- Every course has a knowledge component, an understanding component, and an application component, all of which, if they are done well, fit seamlessly together.
- Skill development is to be constantly reinforced in a learning spiral. Once a skill is learned it must be reinforced by applications to new situations or material.
- Since the syllabus content of each course is substantial, it is vital that each course develop and reinforce excellent time management and study habits.

Awarding of IB Grades: Middle Years Program

Teachers in IB World Schools develop formative and summative assessments that meet program requirements and allow a measurement of student performance against global subject-area objectives. These provide the teachers and students with insight into student learning and growth. Teachers adhere to IB requirements to determine student growth in the four objectives of each MYP subject area. These objectives must be assessed at least twice per year of the program. Therefore, IB has developed the corresponding criteria and rubrics with clear descriptors on a scale of 0-8 (0 as poorest, 8 as best) for each criterion. Below are the objectives/criteria for each subject area.

	LANGUAGE &	LANGUAGE	INDIVIDUALS &	SCIENCES
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	LITERATURE	ACQUISITION	SOCIETIES	
A	Analyzing	Comprehending Spoken & Visual Text	Knowing & Understanding	Knowing & Understanding
B	Organizing	Comprehending Written & Visual Text	Investigating	Inquiring & Designing
C	Producing Text	Communicating In Response To Text	Communicating	Processing & Evaluating
D	Using Language	Using Language In Spoken Or Written Form	Thinking Critically	Reflecting On The Impact Of Science
	MATHEMATICS	PHYSICAL & HEALTH ED	ARTS (VISUAL & PERFORMING)	DESIGN
A	Knowing & Understanding	Knowing & Understanding	Knowing & Understanding	Inquiring & Analyzing
B	Investigating Patterns	Planning For Performance	Developing Skills	Developing Ideas
C	Communicating	Applying & Performing	Thinking Creatively	Creating The Solution
D	Applying Math In Real-Life Contexts	Reflecting & Improving Performance	Responding	Evaluating

Students will complete at least one IB assessment per unit of instruction in each subject. Teachers will provide and review the rubric(s) for each task as it is assigned, and they will be available in the students' notebook and/or in Schoology. In PowerSchool, alongside assignments scored on the HCPS grading scaled, IB summative assessments will be listed as "IB Assess Criterion (A, B, C, or D)", might be entered multiple times for the different criteria assessed, and will have scores ranging from 0 to 8 rather than 0 to 100. These IB scores represent current performance levels and, if viewed over the course of the year, are a gauge each learner's development of subject-based skills, concepts, and content per criterion. As IB scores, these entries into PowerSchool do not factor into the student's average (an asterisk notes this next to each IB score). However, the same task may be entered as a Henrico County grade out of 100% that averages into their quarterly grades. Families are encouraged to talk with about the student's performance and development in the IB subject areas, using the rubrics and assessment directions to guide the conversations.

HCPS IB World Schools are committed to ensuring all students can demonstrate a consolidation of their learning through the completion of the Personal Project, which is the culminating assessment task of the entire Middle Years Program. It is completed between spring of freshman year and fall of sophomore year. Teaching teams use rubrics specific to the Personal Project to score students on four objectives, then IB validates student achievement through external moderation. The four objectives are listed below.

THE PERSONAL PROJECT			
A Investigating	B Planning	C Taking Action	D Reflecting

Awarding of IB Grades: Diploma and Career-related Programs

IB awards grades in each subject in which a student sits for IB exams or has work submitted for moderation. These grades are based on the subject-specific rubrics and grading criteria, which are available from subject area teachers. The final grades are numeric (1 as poorest and 7 as best) rather than letters as our school system uses. In the awarding of the IB Diploma or certification in Diploma level courses, students are assigned grades that reflect the following descriptors:

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**.

The IB Diploma offers a possibility of 42 points, with 24 points sufficing for the award of the diploma, with other specific provisos not detailed here.

Diploma (and Career-related) Program Internal Assessment Tasks, External Assessments, and Exams:

Language and Literature: English SL/ HL

- External Assessments:

- Written Examination, Papers 1 and 2
- Written Assignment (HL only)
- Internal Assessments:
 - Oral Presentation Commentary

Language Acquisition: French or Spanish SL/HL

- External Assessments:
 - Written Examination, Papers 1 and 2
- Internal Assessment:
 - Individual Oral

Individuals and Societies: History SL/HL

- External Assessments:
 - Written Examination, Papers 1 and 2 with an additional Paper 3 for HL
- Internal Assessment
 - Historical Investigation

Experimental Sciences: Biology SL/HL or Chemistry SL/HL

- External Assessments:
 - Written Examinations, Papers 1, 2, and 3
- Internal Assessments:
 - Individual Investigation and Write-up
 - Group IV Project

Mathematical Analysis or Mathematical Applications SL

- External Assessments:
 - Written Examinations, Papers 1 and 2
- Internal Assessment:
 - Exploration or Project

Arts or Electives:

- **Psychology SL/HL**
 - External Assessments: Written Examinations, Papers 1 and 2 with an additional Paper 3 for HL
 - Internal Assessment: Experimental Study
- **Theatre Arts SL/HL**
 - External Assessments: Director's Notebook, Research Presentation, with an additional Solo Theatre Piece for HL
 - Internal Assessment: Collaborative Project
- **Visual Arts SL/HL**
 - External Assessment: Comparative Study and Process Portfolio
 - Internal Assessment: Exhibition

DP Core:

- **Theory of Knowledge course**
 - External Assessment: TOK Essay with yearly prescribed titles
 - Internal Assessment: TOK Presentation
- **Extended Essay** (Externally Assessed)
- **Creativity, Activity, and Service** (Internally Assessed)

CP and CP Core:

- **Personal and Professional Skills course**
 - Internal Assessment: Language Portfolio
 - Internal Assessment: Service Learning Portfolio
- **CTE related exams** (Externally Assessed)
- **Reflective Project**

Vertical Articulation

Since the HCPS IB continuum spans grades 6-12, each year students participate in formative assessments that support student growth and achievement of the subject areas' aims and objectives. These assessment tasks are modified to be age- and skill-appropriate to provide the developing learner with an appropriate sequence of instruction. These tasks are shared with all teachers in each subject area. Middle Years teachers have access to Diploma exams to see the ultimate skills required to finish the program, and Diploma teachers have firsthand knowledge of Middle Years curriculum and assessments in order to build student success.

Roles and Responsibilities:

It is the responsibility of administrators, counselors, and coordinators to:

- communicate with students and parents the expectations of the program
- provide supporting information about the nature of subject assessments to parents and students
- provide a calendar of assessment due dates and the exam schedule at the Diploma level
- monitor teacher-designed instruction, pacing, and assessment to ensure it is in line with IB and HCPS curriculum outcomes
- monitor the workload in each grade level to ensure that students have ample notification and time to excel
- monitor and provide instruction for purposes of revision of major assessments prior to their submission such as, but not limited to, MYP summative assessments and the Personal Project, the DP Extended Essay, and the TOK, World Literature, and Theatre essays
- collect data from each teacher as to how students are progressing, and assist teachers in interpreting that data to inform instructional practices
- provide guidance in the selection of course alternatives as well as DP level (HL or SL) in order to meet students' program needs.

It is the responsibility of the teacher to provide students, at the beginning of each course, with a course overview which may contain the following:

- the course content as dictated by IB
- the nature of the summative assessments required by IB
- the relative weight of these assessments for the student's achievement of the aims of the course
- a breakdown of the skills and a direction of the sequence of instruction required to be successful as well as the progression in which they will be taught and reinforced
- the nature of the formative assessment tasks that will provide skill growth
- the rubrics by which all summative assessments are judged by IB and by the teacher

- an explanation of how IB scores and HCPS grades are determined and communicated
- a large-scale calendar that shows when major skills will be assessed and when IB assessments are due in the course of the year
- teacher expectations as to deadlines, due dates, make up, assignment format, assignment turn-in procedures, academic honesty, and treatment of late work.

Teachers will cooperate in the maintenance of an assessment calendar with the following conditions to moderate student workload:

- It will be the responsibility of each teacher to post ALL tests and major assignments. Teachers maintain an online calendar through Schoology
- No more than two major assignments, assessments, or tests can be due on any given day.
- Faculty designees will be responsible for monitoring grade level calendars to ensure compliance.
- Minor assignments such as quizzes and homework are not subject to regulation on the calendar.
- If a student has a test scheduled that is not on the calendar and that puts the test/major assignment load over two, the student may opt to take the test or turn in the assignment at a later date, determined in conjunction with the teacher, student, and coordinator.
- Circumstances beyond the control of the faculty, such as unannounced assemblies or snow days, may force changes without sufficient advance notice for re-planning. If that circumstance means that a student has an overload, the student, teacher, and coordinator will work out a reasonable plan.
- Because our program is in the context of a public school, occasions may arise, particularly at the end of the nine weeks marking period, in which students may also have county-mandated SOL preparatory tests. We cannot regulate these tests and their scheduling.
- For the purposes of this regulation, tests and major assignments are defined and clarified as follows:
 - A test is an evaluative instrument which is summative rather than formative. It is an instrument that requires the student to revisit material covered over a number of weeks and review it for the production of an end product that emulates in some way the IB assessment/exam.
 - A major assignment for the purposes of this policy will be considered any assignment that is summative rather than formative such as an essay, project, oral presentation, or other vehicle by which the student demonstrates an end product.
 - A quiz is an instrument intended to evaluate whether a student has done adequate preparation over a short period of time in the course of regular study. It allows a teacher to determine whether students are grasping the material as it progresses in order to re-teach or reinforce concepts.
 - Examples of the difference between a test and a quiz:
 - A vocabulary quiz may be used to determine whether students have learned the words' definitions from a week's word list. A test may require that those words be used correctly in context and applied to new situations.
 - A reading quiz over content of ten chapters in a novel, for example, is a minor assignment if the reading has been assigned over several class periods and the quiz follows the completion of the last chapter or two.
 - Example of the difference between homework and a project:
 - 10 math problems assigned to practice a skill is homework and is not subject to regulation.

- An oral presentation designed to show the relationships between three previously taught math concepts is a project and is regulated.

Teachers will also be expected to collect, report, and utilize data in the following manner:

- report to students and parents on student progress using Schoology, PowerSchool, as well as modes of personal communication
- post grades in a timely manner on PowerSchool
- design instruction to review, remediate, or differentiate for additional assistance
- reflect on the effectiveness of instruction and on assessment instruments.

It is the responsibility of the student to:

- observe all regulations and criteria in the production of assessments or the taking of examinations and behave ethically as outlined in the Code of Academic Honesty
- participate in the formative assessments to grow in concept, skill, and knowledge strength
- reflect on progress for improvement
- meet all internal deadlines as prescribed by the teacher and the school
- seek help when the student does not understand a concept, skill, or background knowledge
- attend class regularly to receive the benefit of instruction and practice
- be organized with materials and assignments ready for class and keep an assignment calendar by monitoring his/her teachers' assignment calendars
- bring into the classroom a willingness to grow in the Learner Profile.

Program Review

This policy is reviewed with input from teachers, parents, students, and administrators (the HCPS IB Advisory Council) with the incorporation of school needs and all new HCPS or IB revisions as they occur, or at least every five years.