

Assessment Policy

Grimsley High School International Baccalaureate Diploma Programme

Revised April 2019

Introduction

This assessment policy is a living document which can serve as the basis for a shared understanding of the assessment process within Grimsley High School's International Baccalaureate Diploma Programme. The policy will be shared among the Programme's key stakeholders: students, parents/guardians, teachers, administrators, and interested members of the community.

Philosophy of Assessment

"Assessment—a term used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and sometimes marked by the student's teacher." (*Diploma Programme Assessment: Principles and Practice*, p.3)

At its core, the Grimsley High School IB Diploma Programme's assessment philosophy revolves around helping students become better learners and preparing them both for formal assessment in the Diploma Programme and for their life after high school.

In addition to the Grimsley High School IB philosophy concerning assessment, Grimsley High School believes that assessment is the manner by which we determine the level of mastery of the student. It is used to adjust the pace and rate of instruction and to reevaluate teaching practices and strategies. It also allows for self-evaluation by the student so that he/she can adjust his/her learning.

Our philosophy is in line with the following statement from the International Baccalaureate:

"...the single most important aim of Diploma Programme assessment [...] is to support curricular goals and encourage appropriate student learning." (*Guidelines for developing a school assessment policy in the Diploma Programme*, p.3)

Appropriate student learning is that which helps students become IB learners: "...inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." (*IB Mission Statement*)

Therefore, assessments in Grimsley High School Pre-IB and Grimsley High School IB classes will follow the below general principles:

- Effective: Designed in accordance with IB, school district, and national policies while also being tailored to individual students and the local context. Assessment practices will be directly linked to the standards and objectives of the North Carolina Standard Course of Study or Advanced Placement in Grimsley High School pre-IB classes and to International Baccalaureate curricula and rubrics during the Diploma Programme.

- Transparent: Teachers will clearly communicate expectations to students and deliver assessment results in an easily-understandable way.
- Fair: Assessment practices will be standardized at an overall level so that students working in the same subject are being measured fairly using the same criteria. Additionally, formative assessment will be used frequently as a form of feedback which focuses on improvement rather than perfection and which aims to build the efficacy of the student and act as a motivator for success.
- Tailored: Complementing standard practices, formative assessment such as homework and other assessments that do not count towards the final IB grades will be tailored to students so that they can focus on the areas where they need the most improvement or have the most potential to excel.
- Timely: Assessment, especially formative assessment, will be carried out and returned to students in a manner that gives them ample time to use feedback effectively.

Overview of IB Diploma Programme Assessment

In some ways, IB assessment is similar to assessment in other Grimsley High School classes: importance is placed on rigorous assessment that gives effective feedback to students. Assessment allows students to improve their knowledge base and, in the case of standardized assessments, to provide evidence to outside groups that they have reached a certain level of competence in a given area of knowledge.

However, in some important ways the IB Diploma Programme assesses students in a unique way when compared to some or most other courses at Grimsley High School. *The Guidelines for Developing a School Assessment Policy* in the Diploma Programme published by the International Baccalaureate highlight a few especially important principles of IB assessment:

- “• An emphasis on criterion-related (as opposed to norm-referenced) assessment
- A distinction between formal IB assessment and the supporting formative processes that schools need to develop for themselves
- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it”

(p. 3)

Teachers will therefore work carefully to align their assessment practices in Grimsley High School IB courses with these principles.

IB Assessments

These assessments are the assessments that determine the IB score for a course.

No IB exams can be taken prior to the junior year. During the junior year, a maximum of two SL exams may be taken. IB exam fees are paid for by the state of North Carolina.

IB academic subject assessments consist of a variety of internal assessments (IAs) and external assessments. Many of these assessments will be completed during the year prior to the exams (papers) that students will sit for in May. The final score in a course will be determined by a combination of internal assessments, external assessments, and final papers.

External assessment

External Assessments, including Papers, will form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. They include:

<ul style="list-style-type: none">•essays•structured problems•short-response questions•data-response questions	<ul style="list-style-type: none">•text-response questions•case-study questions•multiple-choice questions – though these are rarely used and will not be the bulk of the exam (only Paper 1 for Chemistry, Biology, and Physics)
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Papers (Exams)

Papers are the exams that IB students sit for in May. Each course typically has one to two papers (some have three) that students will take on different exam days. The exams must be taken on the day scheduled by IB. When a student's AP and IB exams conflict, the IB exam takes precedent.

Internal assessment

Teacher assessment is also used for most courses. Teachers will score these assignments based on a rubric provided by IB. These scores are externally moderated through an international moderation process to ensure grade consistency. They include:

<ul style="list-style-type: none">•oral work in languages•fieldwork in geography•laboratory work in the sciences	<ul style="list-style-type: none">•investigations in mathematics•artistic performances
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Expected Assessment Practices for Grimsley High School

IB teachers will develop assessment practices that conform to IB and Grimsley High School principles. New IB teachers will be trained at IB professional development conferences and familiarize themselves with IB assessment requirements in consultation with the IB coordinator. Veteran IB teachers will attend training, either in person or online, at least once every five years. At the same time, teachers must use their in-depth knowledge of their subjects, the local context, and their interaction with individual students to develop creative, tailored assessment methods which provide valuable feedback and prepare students for summative assessment (IB exams, internal and external assessments). Teachers will follow policies of individual departments at Grimsley High School concerning the frequency of assessment and category weights in their respective courses. Teacher evaluation for renewal of certification specifically addresses the varied use of assessment techniques and strategies, ensuring an ongoing reflective process on the assessment practices in place.

There are three major types of assessment which the IB teachers at Grimsley High School are directly responsible for:

1. **Formative assessment** which is graded by IB teachers and contributes directly to a student's final grade. These grades are marked and reported to families via progress reports, report cards, and utilizing our online PowerSchool portal. In classes where more than one IB teacher teaches the same course, all teachers involved must work together to ensure that students are being assessed according to the same standards, in line with the general principle of fairness outlined in this document's Philosophy of Assessment. Formative and summative assessments in these courses should be created in collaborative meetings between the teachers and rubrics and scores should be normed among teachers.

IB teachers are expected to adhere to school district, state, and IB principles and practices when designing and teaching IB courses. Therefore, all IB teachers receive IB-coordinated professional development (PD) in addition to the extensive general PD courses taught at Grimsley High School and in Guilford County. The expectation is also that homework serve as part of the formative process and will be reasonable based on the workload of students undertaking the full IB Diploma Programme. IB teachers will also adhere to the Grimsley IB department policies regarding accepting work from students in order to ensure consistency of expectations in all classes and to provide timely feedback.

2. **Formal Assessment: Internally Assessed Work for Submission to IBO**

All IB teachers are trained in appropriate techniques for internally assessed work in their subject area, and are subject to the International Baccalaureate's sampling/moderation system. Procedures for internal assessments are found in the IB Handbook of Procedures (Section B), and IB teachers are expected to understand and follow all relevant procedures. Teachers will give students ample time to prepare for internally assessed components and plan sufficient time during classes for related student work. At the same time, it is important to strike a balance to ensure students have in-class time to work on internal assessments as well as to study material more directly related to formal, external assessment (IB examinations).

Recording and Reporting Internal Assessments (IAs)

All materials used in internal assessments must be preserved by either the responsible IB teacher in a location that is clearly communicated to the IB Coordinator through the use of an online form. This preservation process will facilitate the IB moderation process in the spring. Specific guidelines for storing are created to meet the changing needs of the moderation submission on eCoursework:

Student prompts: The questions and/or images that students are shown as prompts must be retained in a digital format such as a Microsoft Word document or PDF. Each prompt will have the student's name and candidate number clearly marked on the document. These will be housed in an online format accessible by the IB Coordinator (Managebac will be used for this process).

Audio/video files: All audiovideo files will be preserved in a digital MP3 format. These will be housed in an online format accessible by the IB Coordinator (Managebac).

Documents: Documents, including forms filled out by IB teachers, will be saved in a digital format as applicable based on moderation submission format. Electronically submitted documents will be uploaded to eCoursework as needed. Copies will be housed in an online format accessible by the IB Coordinator (Managebac). All original documents submitted by students will be submitted into Managebac and run through turnitin.com. They will be stored under each teacher's section and accessible by the IB Coordinator.

3. Summative Assessment

IB examinations in May in addition to submitted IA and External Assessment coursework will count as the summative assessments for the IB Programme and will serve as the components of the students' final IB score. Summative assessments will occur both at the end of units of study and as a cumulative assessment at the end of the year.

Grimsley-created summative assessments will occur during the school year and are based on department-created percentages, but any category weight may not exceed 70% of a student's grade for the school year. The final exam must count 20% of the final grade in a course, per the regulations of the North Carolina Department of Public Instruction and the policies of Guilford County Schools.

Final exams for calculation in course grades in Grimsley High School IB classes must be in the form of either a teacher-created exam or a project/presentation. These summative assessments must address the various skills and content acquisition that is aligned with IB aims for the corresponding course.

Relationship to Other Requirements and Policies

North Carolina Assessment Requirements

The North Carolina Department of Public Instruction requires high school students to participate in a number of assessment processes in order to graduate, including criterion-referenced tests known as End-of-Course Assessments. Students are required to complete 22 credits of "core requirements" to graduate from Grimsley High School. We have created plans to help students meet both the North Carolina Graduation requirements and the IB Diploma Requirements. Courses taken as part of the Grimsley High School pre-IB plan have required North Carolina Assessments. Students will take these assessments. Plans of study can be found in the [Grimsley High School IB Handbook](#).

Admissions Policy

Grimsley High School does not utilize assessments as an admissions requirement. We do review a student's standardized test scores to get an overview of academic growth as one of our components for consideration when reviewing an application. However, standardized test scores will never serve as the sole means for a decision regarding admission into the Grimsley IB Programme.

Grimsley High School IB Special Needs Policy, Including Students Classified as ESL (English as a Second Language)

If a student with special educational needs enters the Grimsley IB Diploma Programme, the student's assigned Teacher of Record (TOR) will be contacted. Students with established Individual Educational Plans and Limited English Proficiency learners are provided accommodations for learning both within

the classroom and in a separate setting. The assessment modifications for Limited English Proficiency learners are further outlined in the Grimsley High School [IB Language Policy](#).

The TOR will work with the student, the student's parents/guardians, Special Education Personnel/ESL teacher, and the IB Coordinator to ensure that classroom and IB assessment is adjusted according to each student's special needs. Modifications to assessments will be consistent throughout the school year so the student is used to the accommodations when testing in May. Further information can be found in the Grimsley High School [IB Special Needs Policy](#).

Grimsley High School IB Academic Honesty Policy

In order to ensure that each student is assessed fairly, IB teachers will make every effort to ensure that all IB students approach their studies with academic honesty and integrity. Principles for academic honesty in the IB Diploma Programme and procedures for handling possible academic dishonesty can be found in the Grimsley High School IB Academic Honesty Policy.

Evaluating and Revising This Policy

This policy will be revised periodically in order to include new ideas and adapt to the IB Diploma Programme's changing international, national, and local context. A collaborative revision process will be initiated by the IB Coordinator at least once every four years. Any changes to this policy will be circulated to the larger Grimsley High School IB community.