



Terry Parker High School

International Baccalaureate Diploma Programme Assessment Policy

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Section 1: Definitions and Philosophy

Assessment is the gathering and analysis of information about student performance. It is the measurement of what students know and can do. How and when we evaluate students directly informs planning, teaching, and learning. Effective assessment places students at the center of their learning by allowing teachers to monitor student progress and adjust instruction to improve achievement. Everyone concerned with assessment must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made. Assessment is managed through an active partnership among students, teachers, and parents/guardians. Clarity of expectations and good communication are shared responsibility.

Purpose

Terry Parker High School assesses students in order to:

- Enhance student learning
- Monitor and evaluate student progress towards meeting course and IB Diploma Programme standards
- Monitor and evaluate student progress towards meeting the state standards
- Provide feedback to students, parents, and other stakeholders
- Gather evidence to support teacher reflection on the effectiveness of their teaching
- Inform curriculum review
- Evaluate the suitability of courses
- Develop long and short term goals for Terry Parker High School

Reasonability of the Students:

- Put forth maximum effort to demonstrate progress on all forms of assessments
- Adhere to academic deadlines for assignments/assessments
- Take the initiative to pursue meetings with teachers in order to discuss personal progress on assignments/assessments
- Reflect on personal progress after receiving teacher feedback about assessment results and analyze areas for growth

Responsibility of the Teacher

- Create, modify, and/or administer assessments order to measures specific student learning outcomes.

- Ensure that assessments are meaningful and accurately assess specific learning outcomes.
- Analyze student assessment data in order to determine student-learning needs.
- Modify teaching methods according to results of assessment data.
- Utilize a variety of assessment methods in order to meet various student-learning styles.
- Collaborate with colleagues in order to design common assessments.
- Provide students and parents with feedback (both written and oral) in a timely matter.

How Students are assessed

Students are assessed by gathering data from the following resources:

- Previous summative assessment records
- Teacher formative assessments
- Parent Conference
- Student data chats
- In-class student observation

Frequency of Assessment

Formative assessments are implemented daily to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Summative assessments are given at the end of a teaching unit or concept to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark

Formal IB Assessment and Classroom Grades

In the International Baccalaureate Diploma Programme (grades 11-12), students demonstrate learning through formal, IB required assessments that result in final IB marks ranging from 1 (low) to 7 (high). IB students are also assessed throughout their courses and receive classroom grades reported through Focus, the districts online grading system. In high school, semester grades earned become part of the student's transcript that may be reported to colleagues, employers, and others.

Summative and Formative Assessments

Aligned with both current research into best practices and IB's own guidelines, teachers use a range of formative and summative tasks. Formative assessments allow teachers to monitor student progress towards meeting IB standards. Students receive meaningful, detailed, and timely feedback that supports improvement. Teachers use data from such assessments to modify instruction to promote learning. Formative assessments serve as the foundation for learning and prepares students for the "higher-stakes" nature of summative assessments, which measure achievement at the end of a course or unit. Although grades entered by teachers into Focus may include both formative and summative tasks, final semester grades value the most accurate reflection of student achievement rather than simply.

Criterion-Related Assessment

IB assessments is criterion-related rather than norm-referenced. This means that a rubric is used to judge student work in relation to identified levels of attainment. For some components, assessment is measured through “marked schemes” aligned to the relevant IB subjects formal Aims and Objectives.

Section 2: Summative Assessment of Learning

Defining Summative Assessment

Summative “occur at the end of a unit or course and summative what the students learned or didn’t learn. They are... for giving grades and measuring the overall learning of student’s against a given standard”, consequently tasks are seen as “assessment of learning”.

The use of criteria and rubrics

In IB courses at Terry Parker High School, teachers using IB assessment criteria grade the vast majority of summative assessments. In this way, students, parents, and teachers have specific information about how students are progressing towards achieving IB standards. Because students can only meet standards, they know about, it is the responsibility of the teacher to share rubrics with students in advance and to provide explicit instruction that clarify expectations. Rubrics are available on teacher/course web pages and distributed in hard copy to students.

Assessment models, sample work, and feedback to students

In the case of the Diploma Programme (grades 11-12) summative assessments, often model in both format and material tested the formal assessments that are officially set by the IB itself. The summative assessments target the official IB Aims and Objectives of the relevant subject, whether or not formal IB assessment criteria used.

Whenever practical, teachers provide samples of work that have been marked so the students can internalize the assessment standards and understand what is expected. Such samples may be 1) the actual work of former students from other schools that have been marked or moderated by the IB 2) models generated personally by instructors, and/or 3) samples provided by the IB in official “Teacher support Material” or through formal training.

Feedback to students on summative assessments is related to the criteria; however, it may take various forms, including indicating specific achievement levels attained against the various criteria; descriptive marginal comments or annotations, and/or summative comment.

Summative assessments and course grades

Summative assessments comprise an important role in the final letter grade student earns in a given IB course. Teachers must translate achievement levels attained on the IB rubric into point total that can be entered into Focus, Duval County Public School online grade system.

Section 3: Formative Assessment for Learning

Formative Assessment

Formative assessments are “all those activities undertaken by teachers and students to provide information to be used as feedback to enhance learning and achievement”. IB teachers use a variety of formative assessment strategies to gather evidence of student progress in acquiring knowledge skills and abilities towards specific learning targets.

The use of criteria and rubrics

The subject criteria are deconstructed to identify and describe levels of achievement to shape formative assessment tasks, providing students and teachers with learning targets that directly inform achievement on summative tasks. Progress is communicated with clear distinction between various levels of achievement to assist learning progress.

Student and teacher partnerships develop as result of collaborative efforts to analyze feedback, monitor progress, and adopt new more effective strategies for teaching and learning to reach the intended goals. Teachers work towards providing descriptive and timely feedback on well-designed formative assessments. In turn, students develop understanding that lifelong learning requires their effort and practice advocacy in order to progress. Students must invest in their progress daily. Initiating additional support as needed and building self-awareness of their learning strengths and challenges.

Formative assessment and course grades

Formative assessments provide the opportunity for students and teachers to take manageable risks in the learning process, and therefore, these assessments play a lesser role in the calculation of the final course grade than do summative task. Additionally, IB teachers are encouraged to separate performance from behavior when factoring course grades and are guided by the researched best practices and IB subject guides.

Section 4: IB Assessments

Rubric

IB assessments are criterion-referenced not norm-referenced. This means that the method of assessment judges each student in relation to identified standards and criterion rather than against work of other students.

Each IB subject is assessed on a scale of 1-7 with a score of 4 considered a “passing grade”. This score is calculated based on a combination of internal and external assessments throughout the 11th and 12th grade years.

IB Grade Scale

7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

Internal Assessment

Internal assessments allow some of the student assessment to be carried out by the teachers over the duration of the course. Teachers mark individual pieces of work and this grade counts as a percentage of the student's overall IB score. A sample of the teacher marked work is sent to a moderator who then evaluates the teacher's application of the grading rubrics.

The calendar dates for the completion of internal assessments will be available on Terry Parker's IB calendar dates. This document is agreed upon by all teachers and published for students, parents, and available on the school's website. It is designed to spread out the workload of the IB Diploma Programme over two years and provide a timeline for students to follow.

External Assessments

External assessments refers to work that is conducted and overseen by teacher or proctors. Examiners throughout the world then grade them externally. End of course exams are the primary means of external assessment, but it also includes work such as the Extended Essay, English A1 Literature essays, and ToK essay.

External Assessment may include:

- Essays
- Structured Problems
- Short-response questions
- Data response questions
- Text response questions
- Case-study questions
- Multiple choice questions (limited use of these)

In addition, students complete a small number of other externally assessed pieces of work over an extended period of time under teacher supervision instead of examination. These pieces of work are then marked by marked by external examiners.

Predicted Grades

The Predicted Grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject based on all of the evidence of the candidate's work and the teacher's knowledge for the IB standards. They may be used:

- by IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- by Terry Parker as an evaluation tool comprehension of the requirements and standards by course
- by universe as an evaluation tool in determining the suitability of an applicant and as a basis for making admissions decisions.

Extended Essay Policy

The extended policy is one component if the International Baccalaureate Diploma Programme's assessment. Refer the Extended Essay Handbook for more information.

It is Terry Parker's policy that individual teachers are free to inform students of their predicted grades, but the IB office will not directly release them to students and parents. Teachers are required to submit Predicted Grades to the IB Coordinator in a timely manner. The dates for submitting these records are reviewed with faculty at the beginning of the academic year.

Section 5: Student Grades

Reporting on Student Grades

Parents and students have access to an online grading portal, which allows them to review student progress for all classes at any time during the school year.

There are four, nine-week grading periods within a school year. A report card grade is issued at the end of each grading period, which reflects student progress/achievement for that grading period. Additionally, progress reports are issued at the mid-point of each nine-week grading period to report on student progress prior to the end the nine-week grading period.

Grading Scale

A = 100-80 (Excellent)

B = 89 – 80 (Good)

C= 79-70 (Satisfactory)

D= 69-60 (Poor)

F = 59 – 0 (Failing)

The school district requires that grades for IB subjects are reported in the same manner as stated above. IB teachers convert grades for IB and IB-like assessments to the grading scale used by the school so that grades may be reported on progress reports, report cards, and transcripts.

Make-up Work:

The student is responsible for making up missed work upon returning to school in accordance with the individual course policy listed on the syllabus. The day the student returns to school, it is his/her responsibility to contact his/her teachers regarding work missed.

Formal Examinations

All students at Terry Parker in grades 9 – 12 will take part in one or more of the following formal examinations during each school year:

- The Florida Standard Assessment Test
- End-of-Course-Exams (subject specific)
- IB Examinations (subject specific)
- AP Examinations (subject specific)

In order to make sure that student are adequately prepared for the above formal examinations the following courses of action are taken:

- In-class mock examination
- Horizontal and vertical teaming among teachers for improvement of results
- Sharing of previous year's results with parents and students in order to make improvements and/or adjustments in course selections that may require subject specific exams.

Assessments for Students with Special Educational Needs

Students with special needs may receive assessment accommodations and/or modifications as specified on their Individual Education Plan (IEP) or 504 Plan. Some accommodations/modifications for formal examinations may need to be approved through a specified organization (ex. IBO) prior to being administered. Accommodations/modifications should also be utilized within classroom assessment situations.

Academic Honesty

Terry Parker High School expects all IB Students to maintain the highest level of academic integrity. They must take personal responsibility for the authenticity of their work. The Academic Honesty Policy is directly connected to all of the IB assessments in order to prevent one students gaining unfair advantage over another in any of the components. This includes plagiarism, allowing one's work to be copied or submitted for another's assessment during the same work for other diploma requirements.

Assessment Policy Review Process

A thorough review of the Terry Parkers Assessment Policy will be conducted annually in June. Additional review periods as deemed necessary to address updates in IB assessments amendments to laws and educational practices. Each member of the Review Committee will receive a copy of the current Policy to review for:

- Updates from IB, Duval County, and State of Florida as it relates to the assessment policy.

- Continued Effectiveness of the current policy
- Does the policy clearly and effectively communicate the assessment procedures at Terry Parker?
- If the policy is being implemented with fidelity

Communicating policy to stakeholders

Terry Parkers International Baccalaureate Programme Assessment Policy will be communicated to all IB students, parents, teachers, and leadership team members as follows:

- Policy will be posted on Terry Parker's IB website as well as available upon request from IB Coordinator.
- Quarterly Parent & Community Meetings
- Updates to policy will be included in IB Quarterly parent newsletter/email
- Leadership team meeting
- IB Teacher PLC

Links to other working documents:

IBO Handbook of Procedures for the Diploma Programme (2016)

IBO Programme Standards and Practices (2014)

This document was updated in collaboration by the IB Diploma Programme coordinator, IB teachers, and administrators.