

IB Assessment Policy

Nogales High School

Philosophy and Principles

Assessment:

- *Gathering information that accurately reflects how well a student is achieving the learning outcomes.
- *Used to communicate and support student learning and encourage student success.
- *The primary purpose of assessment and evaluation is to improve student learning.
- *It teaches students to analyze their own learning, reflect, improve, and set goals for their own learning.
- *It helps students develop effective learning skills and strategies.
- *It allows students to demonstrate a range of conceptual understanding and skills, and to demonstrate critical thinking abilities.

Effective assessment allows teachers to identify individual student's strengths and areas of concern in relation to the curriculum outcomes. Teachers use assessments to guide instruction and to provide timely and clear feedback to improve future learning. Effective assessment provides parents and guardians with evidence of student learning and information about their children's strengths and areas of concern in relation to the curriculum outcomes. This information can be used to support student progress and achievement.

Formative and Summative Assessment

Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning. Teachers use the data to provide feedback and to adjust instruction to enhance learning and achievement. An example of a formative assessment might be a homework probe or an assignment. It may also be as simple as a teacher asking a student a question in class to assess understanding of a concept. Formative assessments also provide opportunities for students to assess their own work, and that of peers, to help students identify their strengths and weaknesses, and develop strategies for improvement. Formative assessments identify the learning needs of students, shape learning, and prepare students for summative assessments.

Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material. Summative assessments measure achievement based on established criteria used to assign a value to represent the quality of student learning at the end of a period of learning. For example, a unit test would be designed to assess how well a student has learned the material in the current unit, before moving on to the next unit. A final examination, which assesses a student's understanding of an entire course, is the example of a summative assessment. Summative assessments play an important role in the final grade a student earns in a given course. Summative

assessments are used to communicate information on student achievement to students, teachers, parents and guardians, and others.

IB Assessments

IB teachers use a variety of formative and summative assessments to support and encourage student learning. IB assessment is criterion-referenced rather than norm-referenced. This means that student work is marked in relation to clearly defined levels of skill attainment rather than against the work of other students. The levels of skill attainment for each subject are derived from the aims and objectives of the course and established by the International Baccalaureate Organization (IBO). They are designed to be fair to students all over the world. The criteria for achievement are explained to students in each course and are the focus of class and homework activities.

There are two types of summative IB assessment tools which are used in the determination of final IB grades: internal and external assessments. Detailed IB policies describe the conditions under which these tools must be administered.

Internal Assessment

IB internal assessments allow teachers to assess some of the students' work during the IB course. Examples include English individual oral commentary, language presentations, historical investigations, laboratory reports, and math projects. The consistency within the methodology of IA grade determinations exists within all areas of the IBDP curriculum circle, as it does for predicted grade determinations. Teachers use the IB criteria (often in rubric form) for scoring and assess the students according to those criteria to determine the IA mark. Teachers share the IB marking criteria with students in every course and with every major assessment. The teachers outline for the students the expectations and requirements from the IB so that students are not surprised or unaware.

Additionally, parents are informed of the criteria for marking assessments on the syllabi for the courses, at the school IB parent meetings, and via information sent home at various times throughout the year. Once all internal assessments are graded and given a predicted grade, they are sent to IB and are graded by IB experts who will decide on the final mark towards the students' diploma.

External Assessment

IB external assessments are assessments completed by students at Nogales High School during the month of May once the IB course is over. These are sent away to be marked by external IB examiners. Final examinations are the main means of external assessment, but work such as the Extended Essay, Written Assignment papers, TOK essays and Visual Arts exhibitions are also externally assessed.

Each IB teacher uses previous exams as practice for the students at appropriate times during the course. By the time the May examination session begins, each anticipated, or diploma candidate has had multiple practice exams with each paper type within each subject. This provides a tremendous amount of skill development and confidence—as well as stress relief—for everyone.

The dates for IB examinations are set by the IBO and given to students at the beginning of the school year. IB exams are conducted in strict accordance with IBO regulations. IB exams typically make up about 75% of the students' final course mark, but the exact number varies from course to course.

School-Based Assessment (Follow each teacher's classroom management and policies)

The IB score report becomes available to the coordinator on July 5th. Each August, prior to the beginning of school, the NHS IB faculty meets to discuss the results. At this time, the IBDPC provides the world averages/school statistics/school averages, overall and component scores and the internal assessment feedback to each teacher within each subject. The teachers have an opportunity to discuss the student scores and begin to plan adjustments in their instruction and assessment as needed. Throughout the year, NHS IB faculty meet for collaboration time; some of which is utilized to review/analyze scores, and/or to discuss/review the AZIBS (Arizona IB Schools) quarterly workshops.

NHS Grades and IB Grades

IB teachers also use school-based student assessment in addition to IB internal and external assessments. These school-based assessments are essential for student success and contribute to the students' report cards. The report card grade each student earns in a particular IB class is not tied directly to the marks earned on formal IB assessments, but is reflective of work completed in preparation for those assessments. For example, the actual marks on IB final examinations will not be available until July; or the Theory of Knowledge essay, the teacher will give points for meeting deadlines within the writing process, but TOK grade is not available until July. Report card marks during the course are based on unit tests using past IB exam questions, practice exams and in-class assignments modelled on IB assessments.

Earning the IB Diploma

Students in the IB Diploma Programme must take one course in each of six academic groups:

Group 1:

English A: Literature HL
Spanish A: Literature HL

Group 2:

Spanish B SL/HL
French B SL

Group 3:

History of the Americas year 1
20th Century HL year 2
Business and Management SL

Group 4:

Biology I and II SL/HL
Chemistry SL

Group 5:

Mathematics: applications and interpretations I SL
Mathematics: applications and interpretations II SL

Group 6:

Art SL

Students must also complete the Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Action and Service (CAS) requirements.

EE: The extended essay offers the opportunity to investigate a topic of individual interest, do independent research and improve writing skills.

TOK: The interdisciplinary theory of knowledge course is designed to provide knowledge, explore and appreciate different cultures.

CAS: Participation in the school's creativity, action, service program encourages students to be involved in various sports and community service work with the intention to value life outside the academic arena. A total of 150 hours required.

*Completion of EE, TOK, and CAS, is the equivalent to the Senior Project at Nogales High School

Each of the IB subjects is graded on a 1-7 scale. To determine diploma eligibility the marks in each of the six subjects are totalled. Combined performance in the Theory of Knowledge and the Extended Essay, which are marked on an A-E basis, contribute up to three additional points to a student's total, according to the chart below.

The EE & TOK Matrix

The diploma points matrix

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Extended essay	Excellent A	3	3	2	2	1 + Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

*28 points overall will be required to be eligible for the diploma if a student attains an “E” grade in either the extended essay or theory of knowledge. Attaining a grade “E” in both the extended essay and theory of knowledge is an automatic failure.

The maximum total possible IB Diploma Program score is 45 (6 X 7 plus 3). In order to receive an IB Diploma, a student must complete all assessment components for each of the six subjects and complete the TOK, EE, and CAS requirements. A student must earn at least 24 points and meet the following additional rules and requirements.

The International Baccalaureate Diploma will be awarded to a student if they receive 24 points or above and they meet the following requirements:

- a. CAS requirements have been met.
- b. The candidate’s total points are 24 or more.
- c. There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Final IB scores are based on the IB internal and external assessments, not on school-based assessments. Students are notified of their final IB marks in early July through access to a secure IB website. Requests may be made at the school in May for official IB results to be sent directly from the IBO to universities in July. Students may later contact IBO directly to request that transcripts be sent to universities.

Student

Mother/Father

Date

Teacher

IB Coordinator

Resources

International Baccalaureate Organization *Diploma Program Assessment Principles and Practice*

International Baccalaureate Organization *General Regulations*

International Baccalaureate Organization *Guidelines for developing a school assessment policy in the Diploma Programme*

www.marion.k12.fl.us assessment policy examples

henry.mpls.k12.mn.us assessment policy examples