

MRHS IB Diploma Programme Assessment Policy

Philosophy and Aims

The aim of assessment at Marvin Ridge High School is to support and encourage student learning. Assessment helps teachers, students, and parents understand the progress a student is making in mastering academic goals and objectives. IB candidates should be actively engaged in the learning process, take responsibility for their own learning, and enlarge their knowledge, understanding, and skills through inquiry. IB educators should provide frequent and timely feedback in order to help candidates monitor and reflect on their learning. The assessment policies and procedures at MRHS are shaped by the philosophies of the IBO as well as state and local requirements.

State and Local Grading Policies

| | | |
|--------|---|--|
| 90-100 | A | The North Carolina Public School system uses a 10-point grading scale. Students' formative and summative assessment data must be recorded and reported through PowerSchool, a county and state internet-accessible management tool. Access to this assessment data must be available to students and parents on an ongoing basis online, using a designated usernames and passwords. Teachers are to enter assessment data in a timely manner. |
| 80-89 | B | |
| 70-79 | C | |
| 60-69 | D | |
| 0-59 | F | |

IB Grading Policies

| | |
|---|---|
| IB Diploma candidates are assessed using a 1-7 scale: | Theory of Knowledge (TOK) and the Extended Essay (EE) are assessed using A-E. |
| 7 Excellent | A Excellent |
| 6 Very good | B Good |
| 5 Good | C Satisfactory |
| 4 Satisfactory | D Mediocre |
| 3 Mediocre | E Elementary |
| 2 Poor | N No grade |
| 1 Very poor | |
| N Non-scorable | |

To ensure standardization of assessments, teachers are to utilize scoring exemplars and rubrics provided by IBO through the resource center, subject guides, and IB training sessions. As an additional means of ensuring standardization of assessments, the internal assessments scored by teachers are moderated by IB examiners for accuracy. The assessment data is analyzed by the IB staff annually to set program goals. (*see CAS Handbook, EE Handbook, and course outlines for specific information about assessment practices in each area of the IB Diploma Programme*)

IB Diploma Outcome

Article 13: Award of the IB Diploma (Taken from *General Regulations: Diploma Programme*)

13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- 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 3 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.

The final overall IB scores in TOK and EE can result in up to 3 additional points added to the total number of points a student earns towards achieving the IB Diploma. These points are awarded using the matrix below. The CAS requirement is not assessed.

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

MRHS Assessment Practices

Course objectives drive the teaching and assessment practices. Teachers design assessments using rubrics, teacher support materials, sample assessments from IB, and best practices shared through collaborative planning with other IB teachers. Teachers utilize multiple-choice questions, short-response questions, extended-response questions, essays, projects, learning logs, portfolios, labs, and research assignments regularly to assess student learning.

In the MRHS Diploma Programme, teachers are expected to use a balance of both formative and summative assessments. Formative assessments such as journaling, homework, quizzes, and discussion forums are utilized on an ongoing basis to check for understanding and to monitor student progress. Recommended forms of summative assessments include essays, projects, exams, labs, portfolios, and oral presentations. It is recommended that teachers devote approximately 25% to 30% of instructional time to formative assessments and 10% to 20% of instructional time to summative assessments.

In addition to teacher-designed assessment, IB students must complete official IB assessments that are assessed or moderated by IB examiners. This includes internal assessment that are initially assessed by classroom teachers and moderated by IB examiners and external assessments that are only scored by IB examiners, including the final IB exams in May of Year 2. Assessment criteria for internal and external IB assessments are communicated to students and parents. The IB staff collaborates to maintain an assessment calendar that effectively distributes these assessments over the course of the 2 year program. (*see Assessment Calendar*)

Comprehensive mock IB exams in each subject area are given to IB Candidates in January and June of Year 1 and January of Year 2. Exams are reviewed by the Diploma Coordinator to ensure the assessments are in alignment with IB objectives, tasks, and format. Predicted grades (1-7) for each candidate are updated throughout the two-year program based on the results of these comprehensive exams and performance on IB internal assessments. The final predicted grade is submitted along with internal assessment scores to IBO in April. When actual IB scores are reported in July, they are compared to teacher predictions in order to inform teaching and assessment practices.

Course expectations, individual assessment policies, and syllabi are communicated to stakeholders and available for reference at all times through a variety of technological support systems: teacher webpages, Google Sites, and Canvas. In addition, meetings are held with parents biannually, to ensure a clear understanding of assessment policies, practices, and grade descriptors.

The MRHS Diploma Programme Assessment Policy will be annually reviewed and revised as necessary by members of the IB Diploma Programme Leadership Team. Any changes in assessment within IB subject guides will be communicated to teachers and incorporated into practice. Revisions to this assessment policy are communicated to students and parents.

Program, School, and District Responsibilities

- Lead and assist in the identification of innovative assessment programs, providing the funding for necessary materials and teacher training, and overall implementation of assessment practices and policies.
- Maintain a dialogue with key stakeholders in the school and district regarding assessment progress, additional needs, and requested modifications.
- Assist teachers in incorporating formative assessment practices in schools and individual classrooms. This entails, but is not limited to, helping teachers create and cultivate assessment items, evaluate student work, and making data-based instructional decisions using the assessments.
- Actively participate in appropriate state-level organizations that will keep the district up-to-date and equipped to implement any advancements in assessment practices.

Teacher Responsibilities

- Design and communicate learning expectations to students and assessments will be based on these learning expectations.
- Apply assessment tools and strategies to evaluate and support the continuous intellectual growth of the students through formative and summative assessment.
- Assess student learning regularly through rubrics on summative assessments, giving students a clear understanding of where they currently stand and what is required of them on external assessments
- Give timely feedback that is definite and clear based on specific behaviors, not the intentions of the student, and focused on specific areas of student improvement, instead of general criticism.
- Use student assessment data to revise instruction and practice, with the goal being maximum improvement of student learning.
- Model effective self-assessment practices and ensure students have consistent opportunities to evaluate and reflect on progress and the overall learning process.

Student Responsibilities

- Take responsibility for and manage their own learning while engaging with course material more deeply and demonstrating a clear focus on learning and collaboration.
- Engage with learning expectations so they understand the course objectives and are prepared to be assessed on their levels of proficiency within these learning expectations.
- Routinely self-assess with a focus on progress toward learning goals.
- Apply teacher feedback to reflect on and/or revise existing assessments or address new phases and/or criteria of assessment.
- Demonstrate academic honesty and integrity in all situations, including formative and summative assessments.

Parents Responsibilities

- State clear expectations for their child in regards to learning and assessment.
- Keep the school informed of any changes in the student's home life that might affect his/her progress in school.
- Attend parent meetings or access online materials to stay informed about assessment practices and policies.

Important IB Terms

Academic Honesty: the principle that all work completed and presented for assessment should be a candidate's own work. (See additional handouts on academic honesty policies.)

Assessment: Evaluating, judging, or appraising student work through various tasks.

Assessment Criteria: Criteria against which a student's work in the classroom is judged. IB believes work should be "criterion related" -- evaluated on larger tasks against specific standards the students are made aware of in advance, not against other students' work or subjective point systems. Each subject guide provides the criteria for the subject in rubric form and examples from which teachers can build their own.

Assessment Rubric: An evaluation grid that contains specific descriptors and levels of achievement so that the teacher is able to give effective and concrete feedback to the student about an assignment. Students receive the rubric prior to the when the assignment is given, and are then able to better earn the grade he or she desires by working towards the levels of achievement.

ATL or Approaches to Teaching and Learning: These are the strategies and skills emphasized by the IB curriculum. The approaches to learning include thinking skills, communication skills, social skills, self-management skills, and research skills. The approaches to teaching reference inquiry, conceptual understanding, global contexts, effective collaboration, differentiation, and forms of assessment.

CAS or Creativity Activity and Service: IB diploma candidates are required to meet the seven learning outcomes and complete a CAS project. Reflection on their experience is also an important part of student involvement in CAS. (Please see MRHS CAS Handbook for more information.)

Core Requirements: The IB Diploma Program curriculum is composed of nine requirements. Six, of the nine, are referred to as "subject requirements." (see subject requirements below). Three additional requirements, TOK, EE and CAS are referred to as the "core requirements."

Diploma Candidates: juniors and seniors who have submitted applications at the end of their sophomore year and have been accepted into the two year IB Diploma Program.

Students classified as diploma candidates are actively seeking to earn the IB diploma by completing the nine requirements.

DP or Diploma Programme: The final two years of the IB continuum, during which students can earn the diploma

EE or Extended Essay: The Extended Essay is a required 4000 word, original research paper, written in an approved subject area. The paper is written outside of the class room, begun during November of the junior year and completed in November of the senior year. Students choose a faculty mentor and papers are graded by both their mentor and the IBO.

External Assessment: IB coursework that is sent to the IBO to be graded receives external assessment. This grade counts towards the student's IB test score in that class. Universities welcome and value the reliability of externally assessed grades.

Group 4 Project: An inter-disciplinary science and computer group project designed and presented by the students with the supervision of their science teacher.

HLs, or Higher Level Classes, span two academic years. Students are required to successfully complete three HL classes in three different subject areas. Students complete IB HL examinations in May of the second year during which the student has taken the class.

International-mindedness: A major concept of IB- Its aim is to awaken in young people an interest in and understanding of world cultures. Students are encouraged to consider multiple perspectives, which in turn fosters tolerance, respect and empathy for others.

Internal Assessment: (IAs) refers to the evaluation that a student's teacher applies to IB coursework during the junior and/or senior year. A sample of graded assignments is sent to IBO for approval of the school's grading standards.

Learner Profile: These are traits students in IB programs strive to embody: inquirers, knowledgeable, thinkers, balanced, principled, caring, risk-takers, open-minded, communicators and reflective.

Moderation: The procedure by which all students' work is first marked/assessed internally by the teachers, then reviewed externally by IBO to ensure quality. The process ensures that assessment has been carried out according to criteria and standards set at an international level such that all IB schools worldwide operate at the same level of rigor.

Objectives: The subject-specific learning targets set for the subject. They define what the learner will be able to do, or do better, as a result of studying the subject. They describe skills, knowledge, attitudes and understanding that will be assessed in the course or project.

Papers: The term used to describe examination papers that are completed in May of the senior year. Students will complete 2 or 3 papers in each subject group. These are mostly essays, with the exception of one multiple choice paper in the sciences.

Scores: Sometimes referred to as grades or marks, the scores for each IB subject range from 1 – 7, with 7 being the highest. The IB scores for a subject is achieved by a combination of the student's performance on both internal assessments (IA) and external assessments, usually called exams. A passing score in a subject is a 4, which represents "satisfactory" work. Students generally need to achieve a minimum overall score of 24 (6 subjects x 4) to earn the IB Diploma although there are several exceptions and conditions.

Subject groups: The IB Diploma Program curriculum is composed of nine requirements. Six of these requirements, are IB subject group courses, and include 1) language A1, literature in a student's first language 2) second language 3) individuals and societies 4) experimental sciences 5) mathematics and 6) the arts. Students are allowed to opt out of Group 6 (the arts) in order to take a second course in one of the other core areas. Three additional requirements, CAS, EE and TOK are also referred to as "core requirements." (See above)

SLs or Standard Level Classes: classes that also span two years. Students are required to complete three standard level classes. The subject material does not go into as much depth as higher level courses.

TOK or "Theory of Knowledge," an IB class that challenges students to be aware of subjective and ideological biases and to develop the ability to analyze evidence that is expressed in rational argument.

**This policy was most recently revised in 2020 with the input of the IB staff, IB DP coordinator, school administration, parents, and students. It is revised regularly to reflect changes in policy and practice. The policy is shared with families upon entry in the program and is available to the community on the MRHS IB website.*