MVHS IB DP Assessment Policy

1. Statement of Philosophy:
2. Purposes of assessment
	1. To support and encourage effective teaching and learning.
	2. To reflect intercultural dimensions of the program.
	3. To determine the learners’ levels of understanding, using both formative and summative assessment.
	4. To develop students who are conscientiously practicing the Learner Profile characteristics to become life-long learners.
3. Principles of Assessment
	1. Effective assessment allows students to:
		1. Demonstrate a broad range of conceptual and critical thinking skills.
		2. Utilize a variety of learning styles and intelligences.
		3. Analyze their own learning and perform self-reflection on their strengths and areas for improvement.
		4. Set goals for their own learning thereby supporting student learning.
		5. Engage students in the larger world around them by using effective approaches to learning.
	2. Effective assessment allows parents to:
		1. Monitor evidence of student learning
		2. Provide opportunities of support to students and teachers
	3. Effective assessment requires teachers to:
		1. Engage in self-reflection on their own practice to enhance and improve the teaching process
		2. Recognize students’ different learning styles and language proficiency and develop assessments to utilize these styles and skills
		3. Make students aware in advance of the criteria required for producing a quality product
		4. Provide timely and clear feedback to students and parents through documented records and data
		5. Work collaboratively to align skills, develop goals, and assess progress
		6. Provide students with clear assessment expectations, standards and practices early and throughout the course
	4. Effective assessment requires administration to:
		1. Support teachers in maintaining assessment skills and in developing new assessment strategies
		2. Provide time and training for teachers to plan, collaborate, and reflect
		3. Use student achievement data to set school-wide, departmental, and individual goals
	5. Assessment is used as a key to planning, teaching, and learning.
	6. Assessment practices are clear to all members of the community (teachers, parents, and students).
	7. There is a balance between formative and summative assessment.
	8. There are opportunities for both peer and self-assessment.
	9. There are opportunities for students to reflect on their own learning.
	10. Before starting new learning, teachers assess students’ current knowledge and experience.
	11. Teachers provide students with feedback for future learning.
	12. Reporting to parents is meaningful.
4. Compliance with principles and practices expected by the IBO
	1. Key features of the IB Diploma Programme assessment are upheld:
		1. An emphasis on criterion-related (as opposed to norm-referenced) assessment, which means student work is judged in relation to identified levels of attainment.
		2. A distinction between formal IB assessment and the supporting formative processes within the school.
		3. Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period.
		4. Examining student understanding at the end of the course, based on the whole course and not just aspects of it.
		5. Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts.
		6. Most importantly, to support curricular goals and encourage appropriate student learning.
5. Other assessment requirements of other authorities and how they impact the IB Program: MVHS is required to meet the standards and practices for common core and the California State Standards. MVHS is currently in transition to common core practices. As such, assessment types are being created to meet the needs for the common core Smarter Balanced Assessment Consortium, CAASPP, SAT/ACT preparation, and Early Assessment Program. Many of these requirements must be met in addition to the IB assessments, therefore, there needs to be enough time in the courses to properly do so.
6. Assessment Practices:
7. Formative assessment
	1. The purpose of formative assessment is to help students to improve their understanding of content and assessment expectations. Feedback on formative assessments inform both teacher and student practice for further improvement and learning. Formative assessments are “a key component of learning how to learn…making the student a better judge of their own performance and then helping them to develop strategies to improve” (*Guidelines,* p.3)
	2. Types of formative assessments will include: quizzes, portfolios, outlines, exams, presentations, close-read analytical paragraphs, reports, performances, Socratic seminars, labs, exhibits, class discussions, teacher observations, recorded dialogues, oral responses, and projects. Teachers will use rubrics, assessment descriptors, guided self-evaluation and peer evaluation as well.
	3. These will occur both formally and informally on a daily basis. Depending on the type of formative assessment, grading of such assessment will vary and the weighting of such assessments for the student grade will differ. However, the grade should reflect the philosophy that formative assessments are tools to improve student learning and not as a penalization or sole reflection of the student’s knowledge for the course. Reporting of grades will be given through our Canvas and Aeries grading systems for both students and parents to see. Written and oral feedback can be given for any assessment.
	4. Formative assessments will often emphasize criterion-related assessment that mimic the subject area formal assessment expectations, but will also meet the requirements for the common core standards and practices for the state of California and preparation for the SAT and ACT college required exams.
8. Summative Assessments
	1. The purpose of summative assessments is to assess the student’s formal and final understanding and performance attainment against Diploma Program assessment criteria. These assessments replicate the formal internal and external assessment expectations in accordance with the subject guides.
	2. Summative assessment types include: Internal assessments (interactive orals, labs, research papers, experimental studies, projects, art exhibits, etc.) that meet the requirements for the DP curriculum; external assessments that must be conducted within the course for specific DP subjects (TOK Essay, the Higher Level Essay in English, the musical links investigation for the music course, and the extended essays). In addition, teachers will provide students with sufficient experience in exams to prepare for and demonstrate success on the official DP examination process.
	3. For the Internal Assessments, teachers will provide written formal instructions to the parents and students clearly outlining expectations for the assessment and implications for the overall IB score, particularly if an assessment is not submitted, as this will result in a non-submission and automatic ‘F’ for the IB score.
	4. Teaching students how to reflect and evaluate their performance to enhance their understanding of the learning process will be incorporated into each classroom.
9. Grading/marking (processes for standardization of student work’s assessment)
	1. How IB DP grades translate to MV grades (conversion scales)
		1. The expectation is for all teachers to frequently use the IB markbands and assessment criteria when assessing student work, and teachers will inform students and parents of the IB grading scale and achievement levels.
		2. When grading student work using the IB assessment criteria, teachers will not mathematically compute a percentage based on the numerical value of the rubric score but rather through a conversion scale.
		3. The conversion scale that translates the IB markbands into a percentage score is based on the prior year’s grade boundaries found in the annual subject reports. Teachers will use those grade boundaries to determine the IB score of 1 to 7 when using the IB assessment criteria. All IB teachers have agreed upon the conversion scale and will implement a grading adjustment (curve) as necessary during the early stages of the course as students are initially acclimating to the IB grading expectations. The IB DP conversion scale is outlined below (teachers have freedom to assign percentages within the given range):
			* 7 (Excellent) = 96-100%
			* 6 (Very good) = 90-95%
			* 5 (Good) = 80-89%
			* 4 (Satisfactory) = 70-79%
			* 3 (Mediocre) = 65-69%
			* 2 (Poor) = 55-64%
			* 1 (Very poor) = 0-54%
	2. When two teachers are responsible for the same course, then the teachers will be expected to collaborate on their teaching and grading practices. In particular, when grading the Internal Assessment, a grade-norming process should occur, so all student scores are normalized across both teachers. This should also be done when computing predicted grades.
	3. Predicted grades should reflect the student’s understanding at the end of the course, based on the whole course. Teachers should conduct mock examinations and compute predicted grades using grade boundaries from the prior testing session to inform their grading. As a whole, IB teachers will reflect on how their predicted grades compare to actual student performance each testing session and moderate their practices accordingly.
10. Recording and reporting
	1. Students and parents are informed of their grades through ABI and Canvas, an online tool for communicating current grades and assignments. Teachers are encouraged to update this frequently to allow students to receive proper feedback about their current progress and make adjustments as necessary. Teachers are required to update progress three times a semester at minimum.
	2. Recording and reporting of CAS is seen through the use of ManageBac software, in which students and parents can visually see the student’s progress within the CAS program. This software provides the tools to verify student evidence, reflection and progress on learning outcomes. Additional physical forms are kept by the CAS coordinator as an overview for all students in the program to identify common trends or concerns. Interview notes are taken on these physical forms and added into ManageBac for both parents and students to see. Students record CAS experiences and reflections through ManageBac. Students are encouraged to utilize various forms of displaying their evidence (descriptions, images, videos, etc.), as the system allows for a diverse way of demonstrating performance.
	3. Recording and reporting of the EE is seen through the use of ManageBac software in addition to submission check points within our Canvas DP student course.
	4. Recording and reporting of TOK is through the teacher’s Canvas course, grading system and report cards.
	5. Recording and reporting of student progress within the IB Diploma Program occurs through a shared document between the DP coordinator and counselors. This document highlights the student’s course of study over the two years of the program, and the core requirements. Students and parents are informed of these expectations prior to starting the program, and then given updates on progress within the program at the end of each semester of the program.
11. Homework
	1. Summer policy: No IB class requires summer work, with one exception (IB French HL). Students in the Diploma Program submit their EE at the beginning of summer between 11th and 12th grades. IB French HL requires students to read their novel over the summer and receive supportive activities to help students improve their language skills necessary for the HL course.
	2. Holiday breaks: The IB teachers have agreed that any assignments given during the December/ January break will not exceed a three-hour duration in total per course. For Spring break, since the break will only be one week, there will be no assignments allowed during that week. Teachers are encouraged to limit work during Thanksgiving break as well.
	3. The IB teachers recognize the rigor and demand of the IB Diploma program. Every effort is made to help provide balance. Homework amounts are adjusted during IB assessments. Homework assignments should be meaningful and directly relevant to IB exam preparation. Each student will vary in how long an average assignment will take per subject. All IB teachers will instruct students on skills for time management. Teachers expect students to manage time independently but will also provide support systems to help students navigate the amount of homework and projects to be completed.
12. Assessment timelines
	1. All IB DP teachers participate in the creation of a common internal/external assessment timeline to ensure that the large assessments are spread throughout the year to provide balance to the students’ schedule. This occurs annually.
	2. At the monthly IB PLC meetings, teachers will informally share out the dates for formative assessments, so that all teachers can have a pulse on the level of stress and demand going on at any given time with the quantity and frequency of exams and projects.
13. Links to other policies:
14. School’s language policy: student language needs and supports will be considered when administering assessments and rubric grading.
15. Academic honesty policy: The Academic honesty policy and assessment policy are intertwined in student expectations. All students are expected to follow the academic honesty policy throughout all forms of assessment and student produced work.
16. Inclusion policy: students with special needs will be considered when designing formative and summative assessments. Their IEPs/504 plans will be followed within the teaching of the course and accommodations on formal IB assessments as allowed through the IB assessment and inclusion policy will be upheld.
17. Roles and responsibilities: (who, how and when)
18. Implementation: all IB teachers are involved in the design of the Assessment policy and approved by administration. Elements of this policy will be implemented the year it is designed, and fully implemented the year after.
19. Review: The IB teachers and leadership will examine the assessment policy yearly to update the timelines and address concerns that may arise.
20. Evaluation: The assessment policy will be evaluated through the DP evaluation process in addition to the WASC accreditation process.
21. Training new teachers: The IB DP coordinator will be responsible for informing new staff on the specifics of the policies and providing them with access to those policies.
22. Description of committee involved in the development of this document: All IB DP subject teachers, counselor, assistant principal, principal, DP Coordinator.
23. Description of how the document is communicated to the whole school community: This policy will be posted to the school’s website and staff Canvas page for staff, students, and parents to read. The policy will be examined in PLCs for all staff to be informed.