**MVHS IB DP Assessment Policy**

1. Statement of Philosophy:
   1. Purposes of assessment

At MVHS, our philosophy of assessment is designed to support and encourage effective teaching and learning while reflecting the intercultural dimensions of our program. By using both formative and summative assessments, we determine the learners’ levels of understanding and ensure that our students are conscientiously practicing the Learner Profile characteristics to become life-long learners. We believe that all assessments should be meaningful, fair, and administered with the best interests of students in mind, fostering a holistic approach that nurtures academic, emotional, social, and ethical development. Embracing the advancements in technology, we incorporate e-assessment tools to provide dynamic, interactive, and accessible evaluation methods that enhance the learning experience in a digital age. This approach creates a collaborative environment where teachers, students, and parents work together, ensuring ethical practices and continuous improvement to inspire a lifelong passion for knowledge. Our assessments are designed to support the concurrency of learning and the overall learner experience, while also promoting the IB competencies of being inquirers, knowledgeable, thinkers, communicators, and internationally minded individuals.

1. Rights and Responsibilities
   1. Students
      1. Students have the right to fair and equitable assessment, constructive feedback to further their growth, access to support and resources, including technology and accommodations, and to participate in the assessment process by providing input and feedback on the methods and criteria used.
      2. Students are responsible for actively engaging in the learning and assessment process; for completing assessments with honesty and integrity, adhering to academic standards and ethical guidelines; and for seeking and utilizing feedback to improve their understanding and performance.
   2. Teachers
      1. Teachers have the right to exercise professional judgment in designing and implementing assessments that align with the IB criteria and expectations to best meet the needs of their students. They are entitled to ongoing professional development opportunities to enhance their assessment practices and stay current with best practices. Additionally, teachers have the right to collaborate with colleagues, students, and parents in the assessment process, and to access the necessary resources and support to effectively implement assessments, including technology and administrative assistance.
      2. Teachers are responsible for designing fair and meaningful assessments that align with the learning objectives and criteria of the IB subject. They must provide timely and constructive feedback that helps students understand their progress and areas for improvement. Additionally, they are responsible for adapting assessments to meet the diverse needs of students, ensuring accessibility and inclusivity. Teachers also collaborate with colleagues, students, and parents to create a supportive assessment environment.
   3. Parents
      1. Parents have the right to clear and transparent communication about their child’s assessments, including the purposes, methods and results, and they have the right to access resources and support to help their child succeed in assessments.
      2. Parents are responsible for supporting their child’s learning and assessment preparation at home; for communicating with the school about their child’s progress and any concerns; and for encouraging their child to complete assessments with honesty and integrity.
   4. Administration
      1. Administrators have the right to implement and oversee fair and ethical practices within the school, to support teachers and students in the assessment process, and to ensure that assessment practices comply with school policies, ethical guidelines, and legal requirements.
      2. Administrators are responsible for providing the necessary resources and professional development opportunities for teachers to effectively implement assessments; for ensuring ethical practices are followed in all assessments; and for fostering a collaborative environment where teachers, students, and parents can work together in the assessment process.
2. Principles of Effective Assessment

Our teachers work to design effective assessments with the following characteristics:

* + Alignment with the learning objectives, assessment criteria and assessment expectations of the IB course to accurately measure the knowledge, skills, and competencies that students are expected to achieve.
  + Assessment will be fair, unbiased and accessible to all students, including those with special needs and language barriers.
  + Use of transparent expectations by providing detailed rubrics, criteria, and exemplars to guide student performance and self-assessment.
  + A balance between formative and summative assessments to provide students with continuous feedback on their progress and multiple opportunities to demonstrate their learning.
  + Provide timely, specific, and constructive feedback to help students understand their strengths and areas for improvement to achieve their goals.
  + Promote critical thinking, problem solving, and deeper understanding by using assessments that require students to apply, analyze, evaluate, and create.
  + Use authentic assessments that provide real-world relevancy and application to create meaningful experiences for students.
  + Provide opportunities for students to be involved in the assessment process, through self-assessment and peer-assessment, encouraging reflection and ownership of their learning.
  + Use data-driven decision-making to inform instructional practices, identify areas where students need additional support, and guide curriculum development.
  + Regular review and refinement of assessment practices, utilizing feedback from prior IB assessment sessions to remain effective and relevant.

1. Assessment Practices
2. Formative assessment
   1. The primary purpose of formative assessment is to enhance students' understanding of content and assessment expectations. Feedback from these assessments informs both teachers and students, guiding further improvement and learning. Formative assessments are integral to the learning process, helping students become better judges of their own performance and develop strategies for improvement.
   2. Formative assessments encompass a variety of methods, including 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 employ rubrics, assessment descriptors, guided self-evaluation, and peer evaluation to provide comprehensive feedback and support.
   3. Formative assessments will be conducted both formally and informally on a daily basis. The grading and weighting of these assessments will vary depending on their type, but they are intended to improve student learning rather than penalize or solely reflect a student's knowledge of the course. Grades will be reported through the Canvas and Aeries grading systems, accessible to both students and parents. Written and oral feedback will be provided to ensure continuous improvement.
   4. Formative assessments will frequently emphasize criterion-related assessment, mirroring the expectations of formal subject area assessments while also meeting the requirements of common core standards and practices. This approach ensures that students are well-prepared for both internal and external evaluations.
3. Summative Assessments
   1. The purpose of summative assessments is to evaluate students' formal and final understanding and performance attainment against the Diploma Program (DP) assessment criteria. These assessments replicate both the internal and external assessment expectations as outlined in the subject guides.
   2. Summative assessment types include internal assessments such as interactive orals, labs, research papers, experimental studies, projects, and art exhibits that meet the DP curriculum requirements. External assessments, necessary for specific DP subjects, include the TOK Essay, Higher Level Essay in English, the musical links investigation for the music course, and extended essays. Teachers also ensure students gain sufficient experience with exams to prepare for and demonstrate success in the official DP examination process.
   3. For internal assessments, teachers provide formal written instructions to both parents and students, clearly outlining the assessment expectations and their implications for the overall IB score. Particular attention is given to the importance of submission, as failure to submit assessments results in a non-submission and an automatic ‘F’ for the IB score.
   4. Each classroom incorporates teaching strategies that guide students in reflecting on and evaluating their performance to enhance their understanding of the learning process. This is a critical component of developing students' self-awareness and continuous improvement in their academic journey.
4. Grading/marking (processes for standardization of student work’s assessment) Everything below outlines our systems for grading and reporting to align with the IB assessment principles and practices.
   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.
5. Homework
   1. Summer policy: No IB class requires summer work. Students in the Diploma Program submit their EE at the beginning of summer between 11th and 12th grades.
   2. Holiday breaks: No work will be given over the holiday breaks (Thanksgiving, Winter, spring).
   3. The IB teachers recognize the rigor and demand of the IB Diploma program. Teachers have committed to focus on making the most of the instructional minutes and reduce the amount of outside of class demand to 30 minutes or less. Every effort is made to help provide balance. 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. But teachers will be cognizant of the school day schedule and attempt to reduce quizzes/tests on the same days, using our common calendar. 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.
6. 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. Teachers will document dates for summative assessments on our shared calendar, 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.
7. Recording and reporting
   1. Students and parents are informed of their course grades through Aeries and Canvas, online tools for communicating current grades and assignments. Teachers are encouraged to update these platforms frequently to provide students with timely feedback about their progress, allowing for necessary adjustments. Teachers are required to update progress at least three times per semester.
   2. The recording and reporting of CAS (Creativity, Activity, Service) are managed through the ManageBac software, where students and parents can visually track progress within the CAS program. This software facilitates the verification of student evidence, reflection, and progress on learning outcomes. The CAS coordinator also maintains additional physical forms to monitor common trends or concerns across the program. Interview notes are recorded on these forms and entered into ManageBac for accessibility by both parents and students. Students document their CAS experiences and reflections in ManageBac, utilizing various formats such as descriptions, images, and videos to demonstrate their performance.
   3. The recording and reporting of the Extended Essay (EE) are conducted through ManageBac software, supplemented by submission checkpoints within the Canvas DP student course. Supervisors will report informally to their student and more formally through the required forms from IB.
   4. The recording and reporting of TOK are managed through the teacher’s Canvas course, grading system, and report cards, in addition to the formal required forms by IB.
   5. Student progress within the IB Diploma Program is tracked through a shared document between the DP coordinator and counselors. This document outlines 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 before starting the program and receive updates on progress at the end of each semester. Parents are promptly notified if a student falls behind in any of the core DP requirements.
8. Internal Moderation
   1. Process for continual improvement
      1. Teachers will respond to IB feedback regarding IA marking to adjust their practices to ensure their marking aligns with the standard as defined by IB for that course. This is to ensure that students get a true reflection of the marks they will receive.
      2. Teachers will use old tests and markbands as well as rubrics to properly gauge students’ performance on assessment tasks. This is to ensure all IA marks and PGs accurately reflect the students’ academic performance.
      3. Annually, the IB DP teachers will reflect on students’ performance on the prior testing session to identify areas of strength and areas for growth. Teachers will reflect on the IB Subject Reports to inform their practices and adjust where necessary.
   2. Internal Standardizing of Assessment
      1. All IB teachers have worked together to standardize the Internal Assessment process across the program. This includes establishing a consistent baseline of instructions, documents, communication to parents, and highlighting the importance of the IA on the overall IB score. This standardization ensures that all courses provide a uniform level of guidance and support.
      2. When two or more teachers are teaching the same course, a standardized grading process is implemented. Teachers meet to discuss and agree on the criteria and standards for assessment, reviewing sample student work to ensure a common understanding of the grading rubrics. Each teacher independently marks student work using the agreed criteria to ensure consistency. Subsequently, another teacher reviews the same student work to verify the accuracy and consistency of the initial marking, helping to identify any discrepancies and ensure reliability. These discussions maintain consistency across different classes and teachers. This is a crucial step when reporting the IA marks and predicted grades.

VII. Review Process

1. Review and Updates: The IB teachers and leadership team, including all IB DP subject teachers, the counselor, assistant principal, principal, and the DP Coordinator, will annually review the assessment policy. This review process involves examining current practices, incorporating student performance data, and implementing any changes required by the IB. The policy will be updated based on these findings to ensure relevance and effectiveness. This continuous review process ensures that the policy remains aligned with current educational standards and best practices.
2. Training New Teachers: The IB DP Coordinator is responsible for informing new staff about the assessment policies and providing access to these documents, ensuring that all new teachers are well-prepared and knowledgeable.
3. Communication to the School Community: The assessment policy will be posted on the school’s website and the staff Canvas page, making it accessible to staff, students, and parents. It will also be reviewed in Professional Learning Communities (PLCs) to ensure that all staff members are informed.
4. Last Review and Update: This policy was last reviewed and updated on February 5, 2025.