

Massena Central High School

International Baccalaureate Diploma Programme

Assessment Policy



TABLE OF CONTENTS

<u>ACKNOWLEDGEMENT OF RESOURCES</u>	3
<u>RELEVANT TERMS DEFINED</u>	3
<u>PHILOSOPHY AND PRINCIPLES</u>	4
INTERNATIONAL BACCALAUREATE MISSION	5
MASSENA CENTRAL SCHOOL DISTRICT'S MISSION, VISION AND CORE BELIEFS	5
IB LEARNER PROFILE	6
<u>ASSESSMENT PRACTICES</u>	7
TYPES OF FORMATIVE AND SUMMATIVE ASSESSMENTS USED	7
GRADING/MARKING	7
RECORDING/REPORTING	7
HOMEWORK	8
<u>LINKS TO OTHER DOCUMENTS</u>	8
<u>TEACHER TRAINING AND COLLABORATION</u>	9
<u>POLICY IMPLEMENTATION AND REVIEW</u>	10

Acknowledgment of Resources

Content in this document is based on the following publications from the International Baccalaureate®:

- *General regulations: Diploma Programme*, International Baccalaureate Organization, 2016
- *Diploma Programme assessment: Principles and practice*, 2004 (Updated 2010)
- *Guidelines for developing a school assessment policy in the Diploma Programme*, 2010
- *Massena Central High School's Academic Integrity Policy*

Relevant Terms Defined

Formative Assessments

Formative assessments are designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class, i.e. observation, quizzes, homework (usually), instructional questions, and initial drafts/attempts. Information from formative assessment and practice should have a minimal impact when determining grades. Instead, formative assessments should be used to help students see where their work stands in relation to what constitutes excellence. They should also provide the teacher with detailed feedback on the students' strengths and limitations.

Summative Assessments

Summative assessments are designed to provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction, ex. final drafts/attempts, tests, exams, assignments, projects, and performances. Since learning is developmental and grows with time and repeated opportunities, teachers may decide to emphasize more recent summative assessments when determining grades. Both summative and formative assignments should be evaluated.

IB Formal Assessments

Formal assessment in the Diploma Programme represents the final summative assessment practice in the IB continuum of education. Most formal assessment is external and includes examinations or work completed during the course and then sent to an external examiner. Some formal assessment is internal, requiring the teacher to mark the work before it is moderated by an external moderator ("Guidelines for developing a school assessment policy in the Diploma Programme" 2).

Test

Tests are a collection of many short-answer questions (either selected-response/multiple-choice questions or questions requiring only a few words in response) that students must answer under controlled, isolated conditions in a set time. Often marked (or graded) automatically ("Diploma Programme assessment: Principles and practice" 3).

Examination

Examinations are a collection of one or more tasks of various types (short-answer, extended-answer, problem-solving or analytical questions; sometimes practical or oral tasks) that students must respond to under controlled, isolated conditions in a set time. Generally marked/graded by an examiner ("Diploma Programme assessment: Principles and practice" 3).

Assessment

Assessment is a term used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and sometimes marked by the student's teacher ("Diploma Programme assessment: Principles and practice" 3).

Criterion-referenced v. norm-referenced assessments

Criterion-referenced assessments are designed to measure student performance against a fixed set of predetermined criteria or learning standards (written descriptions of what students are expected to know and be able to do). A **norm-referenced assessment** compares a student's performance with that of a sample of similar students who have taken the same assessment. Norms are the scores obtained by the sample and are the scores to which students are compared when they are administered the assessment.

Philosophy and Principles

Massena Central High School's (MCHS) IB Diploma Programme Assessment Policy reflects the principles that are central to the IB Mission Statement and the IB Learner Profile. The Massena IB Faculty will expose students to curriculum that is aligned with IB standards, practices, and principles, as well as New York State standards. We embrace that "the single most important aim of Diploma Programme assessment is to support curricular goals and encourage appropriate student learning" ("Guidelines for developing a school assessment policy in the Diploma Programme" 3).

MCHS Assessment Expectations

We believe that all students should be afforded every opportunity to achieve at the highest level. Equity in assessment is an essential part of this belief. This is accomplished through fair, meaningful, and consistent opportunities for students to demonstrate their mastery of concepts and skills.

Assessments will:

- contribute to helping all students improve their learning
- incorporate a variety of strategies and tools to motivate students
- be differentiated at many levels
- be criterion-referenced as prescribed by the IB subject guides (as opposed to norm-referenced)
- include summative and formative aspects
- be analyzed to inform teaching and learning
- allow for student participation and reflection
- encourage lifelong learning
- allow for timely feedback on student achievement and progress
- be communicated to the school community
- value the most accurate demonstration of student performance (focusing on student growth over time)
- examine student understanding at the end of the course, based on the whole course
- be graded based on evidence and not be subject to any form of bias
- use the MCHS Academic Integrity Policy when the authorship of the work provided is in question
- be assigned in a manner to provide a manageable workload for students

The information in this document is informed by the

- International Baccalaureate® mission statement
- Massena Central School District's mission, vision and core beliefs
- the IB learner profile

International Baccalaureate® Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Massena Central School District Mission, Vision and Core Beliefs

Our Mission

Massena Central School District aims to educate, inspire and empower all students to fulfill their potential as learners and citizens.

Our Vision

We aspire to be a leading educational community that values diversity and prepares students to meet today's goals and tomorrow's opportunities.

Our Core Beliefs

1. Students are the first priority.
2. All students can learn and deserve a quality education that includes a variety of pathways.
3. We strive for excellence, have high expectations of our educational community and value progress as much as perfection.
4. We act with character and integrity at all times.
5. Everyone is entitled to a safe, healthy and nurturing learning environment.
6. Parents and guardians play a pivotal role in students' success.
7. The school is the heartbeat of our community and everyone benefits when we all work together.
8. All members of our diverse community are treated equally with respect and dignity.
9. Fiscal responsibility is a key factor in making decisions.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Assessment Practices

Types of Formative and Summative Assessments

MCHS uses a wide range of formative and summative assessments. These include:

- Multiple-choice quizzes and tests
- Short and extended responses
- Essays
- Research papers
- Projects
- Class discussions
- Portfolios, workbooks, studio work
- Class discussions
- Group and individual oral presentations
- Individual oral commentaries
- Performances
- Historical investigations
- Journals
- Wikis, forums, and blogs
- Experiments

Grading/Marking

The MCHS grading scale is used along with IB assessment rubrics. The school's grading policy states:

Both summative and formative assignments should be evaluated and reflected on a quarterly report card. Summative assessments will count for a minimum of 60% of a quarterly grade, while formative assessments will count for a maximum of 40% of the grade. Teachers may choose not to score formative work and will evaluate it for accuracy and completion. Homework will not count more than 20% of a student's overall grade.

The IB assessment criteria are provided in each subject guide. Both the school and the IB guidelines are provided to students at the beginning of each course and applied throughout the duration of the course to classroom activities and formative/summative assessments.

IB courses are weighted 7.5%.

Recording and Reporting

Students at MCHS are regularly provided opportunities to review their progress and reflect on their mastery of content knowledge and skills. Teachers maintain consistently updated assessment records in our web-based management system, Schooltool. This system offers online access through a Parent Portal where parents/students can view their student's attendance and grades at any time. Students and families are encouraged to contact their teachers with questions or concerns related to student progress.

Report cards are issued each quarter (every 10 weeks). Progress reports are issued at every mid-quarter mark (every 5 weeks). A student's status in an IB Diploma Programme course is evaluated at the first mid-quarter mark. Formal Parent-Teacher conferences are held once a year and informal conferences can take place at the request of any interested party at any time during the school year. As needed, teachers consult with parents/guardians on an individual basis.

Teachers also communicate with students and parents/guardians using other platforms, such as Google Classroom, social media outlets and their classroom websites.

Homework

Homework is to be defined as "work assigned to be done outside of each teacher's classroom environment." Homework is to consist primarily of formative assignments intended to reinforce knowledge learned in the classroom.

Per the district grading policy, formative assessment cannot count more than forty percent of a student's overall grade. Homework will be graded and returned with meaningful comments within five school days. Although homework doesn't represent a large percentage of a student's grade, failure to do it has a negative impact on their ability to perform in class. When a student fails to do his/her homework, the teacher addresses this issue with the student directly, reiterating the purpose of homework and its connection to the student's learning and his/her ability to perform on assessments.

Homework policies will reflect best instructional practices. Quantity and frequency of homework will be determined by the teacher and will vary depending on the nature of the course and assignment.

Links to Other Documents

Admissions Policy

For students seeking to enroll in the IB Diploma Programme or in IB Diploma Programme courses, the following conditions apply:

1. Students shall have successfully completed any necessary prerequisites before enrolling in any IB Diploma Programme course.
2. Students that demonstrate a detrimental lack of effort at the end of the first 5 weeks of a course, will be placed on probation for 5 weeks. If no improvement is made in scores or effort after the probationary period, the student may be removed from the course.
3. In two year Diploma Programme courses, students must complete all components required by the first year teacher in order to be enrolled in the second year of study. Teacher recommendations for placement in HL or SL classes are strongly considered.

4. All students enrolled in an IB Diploma Programme course at the examination level are expected to complete the requirements for the course, including any internal and external assessments and the scheduled examinations in May.
5. All students enrolled in IB Diploma Programme courses are expected to uphold high standards of academic integrity as established by the MCHS Academic Integrity Policy. Students compromising the academic integrity of themselves or their peers may be withdrawn from the program.
6. Students who register for IB examinations pay \$85 per exam. Students receiving free or reduced lunch subsidies, according to federal guidelines, will not be charged the examination fee as long as the appropriate paperwork is filed with the District.
7. Students enrolled in IB Diploma Programme courses must also complete any applicable New York State requirements.

Academic Integrity

When a teacher suspects malpractice on the part of a student, whether or not as part of a formal assessment, he or she will consult the school's Academic Integrity Policy in conjunction with the IB Coordinator and will take appropriate action.

Inclusive/Special Education Needs

Teachers will follow the Inclusive/Special Education Needs (SEN) policy when a student has been identified as requiring additional support in the learning environment. Teachers will ensure that students' Individual Education Plans (IEPs) are carried out within the classroom. The IB Coordinator will adhere to the process for requesting and executing accommodations for IB examinations as outlined in the Inclusive/Special Education Needs policy.

Teacher Training and Collaboration

All Diploma teachers should fully understand how formal assessment is conducted in their subjects. Teachers consult the appropriate IB subject guides and regularly use the IB's Online Curriculum Centre to evaluate instruction and share best practices with colleagues. All new subject teachers meet with the Principal and IB Coordinator for an overview of the curriculum, practices, and assessments before classroom instruction begins. It is expected that teachers consult with the IB Coordinator throughout the school year on instructional issues. New teachers are expected to attend an IB-recognized workshop, preferably before they begin teaching the curriculum. Experienced teachers are expected to attend training every five years or when their subject has been updated by the IB.

Teacher collaboration is essential where more than one teacher is involved in teaching an IB course. At MCHS, this is seen most often in the form of one teacher being responsible for the first year of the course, while another teacher instructs the second year. To ensure student success, teachers in this situation are expected to consult with each other on regular basis to share ideas and guarantee that all parts of the syllabus are effectively being carried out. Prior to the beginning of an academic year, teachers meet to review the subject guide and divide up the syllabus in a way that maximizes continuity

between the two years of study. Assessment practices are discussed and aligned when possible. Teachers meet both formally and informally throughout the school year to share best practices and foster cohesiveness.

Assessment Policy Implementation and Review

Acknowledged as a working document, this policy is written and compiled by MCHS IB Faculty, the IB Coordinator and the Principal. In order to facilitate the complex dynamic between teaching and learning, the policy is reviewed annually by the faculty, Coordinator and administration. The policy is available as a hard copy and on the school's website.