



Boyd H. Anderson High School

IB Assessment Policy



1. Philosophy and Principles of Assessment

At Boyd H. Anderson High School, we view assessments as an essential tool in promoting student learning and preparing students for college and career readiness in a global society. The following assessment principles in particular guide our instruction:

- Assessments should reflect research-based instructional strategies that promote mastery of core skills
- Assessments should provide data that can be used to help identify students in need of remediation or enrichment
- Assessments should accommodate a variety of learning styles
- Assessment feedback should be specific enough to help students take responsibility for their own learning process, gauge their progress, and plan for future success
- Assessments should promote critical thinking and provide opportunities for reflection
- Assessments should align with FL standards and IB MYP and DP standards
- There should be an ongoing collaboration between teachers, students, and parents with respect to assessment practices
- Rubrics should be clearly communicated to students and parents prior to assessment

2. Assessment Practices

Formative assessment is a crucial aspect of the learning process. It provides important information for the teacher to use in adjusting instruction while students are actively learning. Formative assessment should be incorporated throughout the curriculum to aid students in developing and growing as lifelong learners. It provides the ability for the instructor to gather, analyze, and interpret student data in a variety of means based on the needs of the subject and students.

Formative assessment should be responsive to the particular needs of a given curriculum and is subject to teacher discretion. However, the expectation schoolwide is that some form of formative assessment during instruction (graded or ungraded) should be incorporated daily.

Formative assessments include but are not limited to:

- homework
- quizzes
- discussions

- experiments
- journals
- diagnostic assessments

Summative assessment evaluates students based on their achievement of established criteria. In the IB program at Boyd H. Anderson High School, summative assessment should be aligned with Diploma Program assessment criteria. These include internal and external assessments which are evaluated based on IB criterion-referenced rubrics. Internal assessments are scored by Boyd Anderson teachers and then confirmed by an external moderator. External assessments are sent to external IB examiners in May for scoring.

Teachers should give summative assessments at key points in the curriculum or after instruction to determine student knowledge and skills. The purpose is to evaluate effectiveness of instruction and make adjustments and interventions when needed.

An IB assessment calendar (see Appendix) is designed and disseminated by the IB faculty and the IB Coordinator. Teachers should use this calendar to assist students in managing their time and workload in preparation for the exams.

Summative assessments include but are not limited to:

- essays
- research papers
- experimental, mathematical, musical, or historical investigations
- oral interviews
- musical performances
- reflective projects
- mock exams
- unit tests

Teachers within a subject area are encouraged to plan and coordinate their assessments in keeping with the current vertical curriculum maps.

2.1 Grading

At Boyd H. Anderson High, the school district's grading scale and policies are used alongside IB assessment rubrics and scales as specified in individual subject guides. Our grading-related expectations are made clear to students and parents. Parents are able to access the district's online gradebook, Pinnacle. Teachers upload both district grades and IB assessment grades to Pinnacle. Teachers are given wide latitude in terms of how best to convert IB grades into Pinnacle grades using the district's grading scale when necessary. Teachers are expected to use the criterion-referenced rubrics established by IBO for their subjects on a regular basis to formatively assess student work, determine student achievement levels, and provide useful feedback. Samples of past examination papers from IBO, with markschemes, are provided to teachers for further guidance as well.

All students at Boyd Anderson receive regular grades according to the following district scale:

90 – 100 “A” 4.0
 87 – 89 “B+” 3.1
 80 – 86 “B” 3.0
 77 – 79 “C+” 2.1
 70 – 76 “C” 2.0
 67 – 69 “D+” 1.1
 60 – 66 “D” 1.0
 0 – 59 “F” 0.0
 INCOMPLETE “I” 0.0

In addition, the IB Diploma Program scales for individual subjects and Theory of Knowledge/Extended Essay below are used:

IB Grading Scale for Individual Subjects

7 – Excellent
 6 – Very good
 5 – Good
 4 – Satisfactory
 3 – Mediocre
 2 – Poor (failing)
 1 – Very poor (failing)

IB Grading Scale for TOK/EE

A – Excellent
 B – Good
 C – Satisfactory
 D – Mediocre
 E – Elementary (failing)
 N – No grade (failing)

In order to receive a Diploma, students must achieve 24 points out of 45 and meet a number of conditions. Concerning points, a student’s numeric grades from the six DP subjects are added together. EE and TOK grades are converted into a combined 1-3 points using the matrix shown below and added to the cumulative subject score.

The diploma points matrix

May 2015 onwards

| | | Theory of knowledge | | | | | |
|----------------|------------|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | | Grade A | Grade B | Grade C | Grade D | Grade E | No grade N |
| Extended essay | Grade A | 3 | 3 | 2 | 2 | Failing condition | Failing condition |
| | Grade B | 3 | 2 | 2 | 1 | Failing condition | Failing condition |
| | Grade C | 2 | 2 | 1 | 0 | Failing condition | Failing condition |
| | Grade D | 2 | 1 | 0 | 0 | Failing condition | Failing condition |
| | Grade E | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |
| | No grade N | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |

As long as the following additional conditions are met and 24 points or more have been earned, the Diploma will be awarded:

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 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

(source: <http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf>)

2.2 Reporting and Recording

As previously mentioned, teachers record grades online regularly in Pinnacle, and parents have access to the electronic gradebook. Students receive interim reports from the district halfway through each 9-week quarter and report cards at the end of each quarter. Parent-teacher conferences are always available; the IB Coordinator makes a habit of attending each conference. Teachers may communicate with parents by phone, via email, or in person. Feedback, both written and oral, may focus on academic progress, individual issues and concerns, student needs, behavior, or a number of other possible topics. The IB Coordinator keeps records of all conferences as well as internal/external assessment and predicted grade reports. Furthermore, the Coordinator facilitates the collection of this information and the process of reporting it to IB as necessary.

2.3 Homework

Generally speaking, IB students are responsible for a certain amount of at-home study. The amount of homework varies widely by subject and assignment. All teachers and students are given a calendar of major assessment deadlines across subjects for planning purposes. It is the responsibility of students to turn in homework on time. Due dates for assignments are clearly communicated to students well in advance.

3. Links Between Assessment Policy and Other Documents

Any student can earn a place within the IB Diploma Program given the proper grades and requirements. Students have access to all necessary and appropriate accommodations per District policies. Any accommodations will be determined and provided by the IB Coordinator in consultation with the school administration. English language learners (ELL) can ask to use bilingual dictionaries on assessments for non-Group 1 courses; dictionaries will not be allowed during Group 1 assessments (i.e. Language A or B). All teachers are trained on our Academic Honesty and Accommodation policies.

4. Roles and Responsibilities

IB Coordinator

- Trains teachers and invigilators on the requirements of the assessments
- Trains teachers and staff on the Academic Honesty Policy and its enforcement
- Informs students and parents/guardians of the expectations of the program and assessments
- Creates an assessment calendar
- Determines due dates for submission of internal and external assessments including the Extended Essay and Theory of Knowledge
- Distributes assessment calendar to faculty, staff, students, and parents/guardians

Teachers

- Outline clearly the grading and assessment system for the course
- Use diverse assessments to measure student learning
- Give feedback to students based on performance
- Teach the Academic Honesty Policy
- Enforce the Academic Honesty Policy impartially
- Report any violations of the Academic Honesty Policy to the IB Coordinator

Students

- Abide by all assessment policies and the Academic Honesty Policy
- Act with honor and integrity in all academic and extracurricular activities
- Follow the example of the IB Learner Profile

Parents

- Allow students time and space to do any study or academic work
- Track student's grades and performance
- Ensure student attends school regularly
- Keep informed of assessment scheduling
- Contact teachers and the Coordinator about any concerns

5. Assessment Policy Communication and Distribution

In revising this Assessment Policy, the IB Policy Committee at Boyd H. Anderson High School consulted with administrators, counselors, teachers, parents, and students. All stakeholders recognize and accept the responsibility of effectively implementing the prescribed policy.

The current policy will be posted on the school's website so that parents and students can access it at will. Digital or physical copies will be provided if requested from the IB Coordinator.

The following action steps will guide the implementation of the assessment policy:

1. Assessment goals will be clearly defined so that all stakeholders understand its importance
2. All stakeholders will be made aware of the assessment policy and what it entails
3. All MYP and DP faculty will be briefed on the assessment policy and its application
4. Policy and procedures will be printed and displayed in all IB classrooms
5. The assessment policy will be enforced as stated (see the Progressive Discipline section of the Academic Honesty Policy)

The revised Boyd H. Anderson IB policy will be implemented during the 2018-2019 school year. The policy will be reviewed annually by the IB Assessment Policy Committee or as deemed necessary.

6. Combination of Diploma Assessments with State Assessment Requirements

All IB Diploma students must meet state assessment requirements for graduation. Students must pass the Algebra 1 End of Course Examination and the 10th grade Florida Standards Assessment in English and Language Arts (ELA FSA). There is no existing circumstance that excludes an IB Diploma student from meeting these state-required FSA assessments. The Testing Coordinator works in collaboration with the IB Diploma Coordinator to ensure that students who are enrolled in both IB and AP classes are scheduled accordingly to avoid test taking conflicts.

Policy Committee

Angella Andrade – School Counseling Director
Jenny Toussaint – Literacy Coach
Marie Duperval – DP Coordinator
Lashondra Taylor – Extended Essay Coordinator
Joshua Viau – Group 1 Teacher
Sara Sucklal – MYP Coordinator