

Boyd Anderson High School IB Diploma Programme Assessment Policy

Purposes of Assessment

Boyd Anderson High School assesses students in order to:

- enhance student learning
- monitor and evaluate student progress towards meeting course and IB Diploma Program standards
- monitor and evaluate student progress towards meeting the school-established ESLR's
- provide feedback to students, parents and other stakeholders
- gather evidence to support teacher reflection on the effectiveness of their teaching
- inform curriculum review
- evaluate the suitability of courses
- develop short and long-term achievement goals for SVHS

Principles of Assessment

BAHS administration and staff recognize that assessment plays a vital role in the cycle of planning, teaching, assessing, reporting, and reflecting.

Effective assessment allows students to:

- demonstrate a broad range of conceptual understanding and skills
- demonstrate critical thinking abilities
- utilize a variety of learning styles and intelligences
- participate in self-assessment
- analyze their own learning and perform self-reflection on their strengths and areas for improvement
- set goals for their own learning

Effective assessments allow parents to:

- monitor evidence of student learning
- provide opportunities of support to students and teachers

Effective assessment requires teachers to:

- engage in self-reflection on their own practice
- use assessments to inform and improve instruction
- provide for a variety of assessments
- recognize students' different learning styles and develop assessments to utilize these styles
- recognize students' level of English language competency and consider this when developing assessments.
- make students aware in advance of the criteria required for producing a quality product

- assess in a context that is meaningful, relevant and motivating to students.
- analyze data to identify patterns in student performance and needs
- provide timely and clear feedback that is constructive towards future learning
- undertake assessments in accordance with district and state principles
- maintain detailed assessment records

Effective assessment requires administration to:

- support teachers in maintaining assessment skills and in developing new assessment strategies
- provide time for teachers to plan and reflect
- provide training on data analysis and use
- use student achievement data to set school-wide, departmental, and individual goals
- maintain detailed assessment records and use these to provide achievement information to students and parents in a timely and ongoing manner as well as at formal reporting times.

IB Assessments

IB assessments are criterion-referenced, not norm-referenced. This means that the method of assessment judges each student in relation to identified standards and criterion rather than against the work of other students.

Students and parents are made aware of the IB assessment criterion by:

- Teachers' published course curricula, scope and sequence, and syllabi
- Teachers' direct instruction
- IB Diploma candidates' Grade 10 meeting
- BAHS Open House
- BAHS website

Internal Assessment

Internal Assessment allows some of the student assessment to be carried out by teachers over the duration of the course. Teachers mark individual pieces of work and this grade counts as a percentage of the student's overall IB score. A sample of the teacher-marked work is sent to a moderator who then evaluates the teacher's application of the grading rubrics.

The calendar dates for the completion of internal assessments is governed by the BAHS IB Internal Calendar. This document is agreed to by all teachers and published to students, parents, and the BAHS website. It is designed to spread out the workload of the IB Diploma

program over two years and provide a timeline for students to follow. Appendix A contains the current BAHS Internal Calendar.

Teachers are required to submit Internal Assessment scores to the IB Diploma Program Coordinator in a timely manner. The dates for submitting these records are reviewed with faculty at the start of the academic year and published to teachers and administration. Please see Appendix B for a list of the current IA due dates.

External Assessment

External Assessment refers to work that is conducted and overseen by teachers or proctors, and then graded externally by examiners. End-of-course exams are the primary means of external assessment, but it also includes work such as the Extended Essay, English A1 World Literature essays, and the TOK essay.

External Assessment dates are fixed by the IBO and adhered to by BAHS. The IB Exam Calendar is published to students, parents, and the BAHS website; each student also receives a copy to take home and they are displayed in the classrooms.

Predicted Grades

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards. PG's may be used:

- by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers

It is BAHS's policy that individual teachers **do not** inform students of their PG's and the IB Office will not directly release PG's to students or parents.

Teachers are required to submit Predicted Grades to the IB Diploma Program Coordinator in a timely manner. The dates for submitting these records are reviewed with faculty at the start of the academic year and published to teachers and administration. Please see Appendix B for a list of the current PG due dates.

Grading Scales and Descriptors

SVHS Internal Grading Scale

A	90-100 %
B	80-89 %
C	70-79 %
D	60-69%
F	59% and below

BAHS IB Internal Grading Descriptors

(adapted from the International School of Beaverton, Oregon)

A	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
B	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.
C	An adequate understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.
D	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
F	Minimal or very limited achievement against all of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .

IB Grading Scale

7	Excellent performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance
1	Very Poor Performance

IB Diploma Passing Regulations

Performance in each of the six Diploma subjects is graded on a scale of 1-7, with 7 being the highest. A maximum of 3 bonus points is awarded for combined performance in Theory of Knowledge and on the Extended Essay. The maximum possible score is thus 45 points. The minimum score for a candidate to earn their IB Diploma is 24 points.

- The IB Diploma will be awarded to a candidate whose total score is **28 points or above**, provided all the following requirements have been met:
 - CAS is completed
 - Both the Theory of Knowledge paper and Extended Essay have been turned in, with a grade of at least **D** in one of them
 - There is no grade 1 on any subject exam
 - There is no more than one grade 2 on any higher level exam
 - There are no more than two grades 2 on any standard level exam
 - Overall, there are no more than three grades 3 or below
 - At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level)
 - At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level)
 - The final award committee has not judged the candidate to be guilty of malpractice

- The IB Diploma will be awarded to a candidate whose total score is **24, 25, 26 or 27** points, provided all the following requirements have been met:
 - CAS is completed
 - Both the Theory of Knowledge paper and Extended Essay have been turned in, with a grade of at least **D** in one of them
 - There is no grade 1 on any subject exam
 - There is no grade 2 on any higher level subject exam
 - There is no more than one grade 2 on any standard level exam
 - Overall, there are no more than three grades 3 or below
 - At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level)
 - At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level)
 - The final award committee has not judged the candidate to be guilty of malpractice

Exams

IB exams at BAHS are conducted in strict accordance with IB regulations. Exams are written in the Dance Studio Room. BAHS staff performs exam invigilation. All invigilators must undergo a training exercise to review exam procedures and policies. Teachers whose exam is being conducted are not allowed to invigilate. Teachers whose exams are being conducted are required to remain a minimum of 50 meters away from the exam room when their exam is in session. Security for exams is the responsibility of the IB Diploma Program Coordinator and BAHS administration.

