** **

**Ridgeway High School 2015-2016**

**INTERNATIONAL BACCALAUREATE PROGRAMME**

**ASSESSMENT POLICY**

**Purpose of Assessment**

The purpose of assessment is to evaluate and improve student learning and achievement. Effective assessment provides relevant feedback on student progression towards meeting expected standards. It provides students the opportunity to determine areas of strengths and weaknesses and target areas of improvement in relation to content mastery. In addition, assessment provides teachers with the opportunity to evaluate student learning, recognize student problem areas, and adjust teaching strategies to improve student learning and mastery of content knowledge and skills.

**Philosophy of Student learning and Assessment**

At Ridgeway High School we believe:

* All students can learn.
* Students learn, achieve, and succeed in a safe, supportive comfortable environment conducive to learning.
* Students perform at their highest level when they are challenged and expectations are high.
* Instruction should be differentiated to accommodate the different learning styles of students.
* Students should be allowed to demonstrate their learning in a variety of ways.
* All students should participate in assessment activities
* Assessment should be incorporated into classroom instruction on a regular basis.
* Assessment should be varied and ongoing to provide continuous feedback to improve learning.
* Assessment helps to improve teaching and learning.
* Assessment should judge students’ work by their performance in relation to identified levels of attainment, and not in relation to the work of other students

**Types of Assessment and Strategies**

Teachers at Ridgeway use both formative and summative assessment to monitor and evaluate student learning. They use a variety of informal and formal strategies to check student learning.

**Formative Assessment**

“The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.” (Carnegie Mellon University)

**Strategies**

Formative assessment strategies are often informal and are used to quickly check student understanding. Strategies may include:

* Do now’s
* Quiz
* Quick writes
* Accountable talk
* Note taking
* Annotating
* Wednesday writing
* Short responses
* Quick labs
* Document analysis

**Summative Assessment**

“The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.” (Carnegie Mellon University)

\**The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study.*

**Strategies**

Summative assessments are usually formal and are used to measure student levels of mastery. Examples include:

* Objective tests
* Semester and Final Exams
* Essays
* Portfolios
* IB Exams
* State Assessments

**Recording and Reporting**

Shelby County Board of Education policy in accordance with the Tennessee Uniform Grading System establishes the grading system for grades 6-12.

Ridgeway High School Report Cards are based on a scale of:

A 93-105

B 85-92

C 75-84

D 70-74

F below 70

Report cards are sent to parents at the end of each nine-week period. Parents must be notified within a report card period when a student is not doing acceptable work. Parent-teacher conferences should be held for gaining parental support in an effort to improve student performance.

Grades given at the end of each nine-week period will be determined by the average of daily work, oral and written assignments, and tests. A minimum of twelve grades for the nine-week period should be recorded for each subject. Fifty percent of the twelve grades should be earned and recorded by the interim of the nine-week term. This gives the teachers the basis for the grades at the end of the grading period. The teacher will assess all student assignments and weigh the value of grades given for various assignments within the nine-week term in computing the term grade. This procedure will enable the teacher to allow for individual student differences in the grading process.

Teachers record grades on SMS PowerTeacher, which provides online, daily access to students and parents. Grades are updated on PowerTeacher every three days. In addition, teachers record grades in a standard record book.

Progress reports are issued in the middle of each grading period at approximately four and one-half weeks. Report cards are four times a year on a nine-week basis. Parent/teacher conferences are scheduled twice a year. As needed, teachers consult with parents on an individual basis either electronically or via phone.

**Responsibilities**

**Teacher**

* Align assessment with IB requirements
* Provide learning goals for students
* Use multiple assessment strategies to get a well-rounded picture of student achievement
* Analyze assessment data to identify student strengths and weaknesses
* Provide students with timely feedback to improve their learning
* Record and update student grades every two days on PowerTeacher
* Notify parents ASAP when student grades fall below a C average
* Maintain open line of communication with students and parents
* Follow and adhere to deadlines outlined by IB assessment calendar

**Student**

* Attend class regularly
* Come to class prepared and organized
* Pay attention and take notes during classroom instruction
* Participate in class discussions; ask questions; ask the teacher for assistance
* Complete homework assignments in a timely manner
* Meet deadlines for IB assignments and assessments
* Adhere to the Academic Honesty Policy
* Check PowerSchool for updated grades and assignments

**Parent**

* Support students and encourage good student performance and behavior
* Communicate with teachers on a regular basis and attend parent teacher conferences
* Reinforce good study habits and encourage students to submit assignments on time

**Assessment in the IB Diploma Program**

The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students’ work by their performance in relation to identified levels of attainment, and not in relation to the work of other students.

**Internal Assessments**

Internal assessments are mandatory and are completed in the 11th and 12th grade. The assessments are graded by the classroom teacher using rubrics provided by IB. Internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores are consistent worldwide.

**External Assessments**

External assessments are mandatory and are completed in the 11th and 12th grade. These assessments are IB exams that are administered during the May testing session. TOK Essays and Extended Essays are also assessed externally.

The IB Diploma Program uses the following scale for each of the subject areas:

Grade 7 – Excellent

Grade 6 – Very good

Grade 5 – Good

Grade 4 – Satisfactory

Grade 3 – Mediocre

Grade 2 – Poor

Grade 1 – Very poor

**Awarding of IB Diploma**

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

* CAS requirements have been met.
* The candidate’s total points are 24 or more.
* There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
* There is no grade E awarded for theory of knowledge and/or the extended essay.
* There is no grade 1 awarded in a subject/level.
* There are no more than two grade 2s awarded (HL or SL).
* There are no more than three grade 3s or below awarded (HL or SL).
* The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
* 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).
* The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Additional points toward the diploma are available from a candidate’s combined performance in the extended essay and theory of knowledge requirements. (Refer to Diploma Points Matrix)

**Review of Policy**

The IB Coordinator, all IB teachers and the Head of School will review the Assessment Policy annually. If changes are necessary the team will collaborate to revise and edit the policy as needed.

**Sources**

IBO, *Handbook of Procedures*, 2016

IBO, *Guidelines for developing a school assessment policy in the Diploma Programme*, 2010

IBO, *General Regulations,* 2015

Carnegie Mellon University, *Formative vs. Summative Assessment*

Vanguard High School, Assessment Policy