

Types of Assessment

- **Informal Formative Assessments:** Teachers are expected to use informal formative assessments regularly to monitor the progress of a class and/or individual students. Classroom discussion on the previous night's reading assignment, peer reviews of practice essays or presentations, teacher review and feedback on thesis statements, and reviewing math practice as a whole class are good examples of informal formative assessments. We expect teachers to employ several assessments of this type prior to a formal assessment.
- **Formal Formative Assessments:** Teachers are expected to use formal formative assessments at reasonable intervals throughout the grading year. Ideally, teachers use a combination of small and large formal formative assessments. Quizzes, outlines, and drafts are good examples of what teachers may qualify as small formative assessments. Tests, papers, and presentations are good examples of what teachers may qualify as large formative assessments.
- **Summative Assessments:** Typically, teachers give mid-term and final assessments. In the IB DP, we ask that teachers use the opportunity to provide an assessment as similar to an IB internal assessment or external assessment as possible.
- **IB Internal Assessments:** IB DP Teachers are expected to know and understand the requirements and marking criteria for Internal Assessments in their subject area. The IB DP Coordinator and the IB DP Teachers collaborate each year to develop a calendar of school deadlines for Internal and External Assessments and assignments related to them. This is to spread out the workload for students over the two years, provide students and parents with a clear timeline, and provide teachers time enough for marking Internal Assessments.
- **IB External Assessments:** IB DP Teachers are expected to know and understand the requirements and marking criteria for External Assessments in their subject area. For many subjects, the external assessments are summative exams/papers given in May. However, a few subjects require that teachers assign and collect external assessments that are sent to IB examiners by the IB DP Coordinator. Those teachers are expected to follow the deadline set by the IB Coordinator for the submission of those assessments.

Grading/Marking

- Our school follows the district provided grading scale for final grades:
 - A = 90 – 100%
 - B = 80% - 89.9%
 - C = 70 – 79.9%
 - D = 60 – 69.9%
 - F = less than 60%
- In the IB DP, we expect teachers to review the published grading bands from each year's exam session and consider how their grading of individual assignments reflects those bands. For example, if a score of 4 (according the IBO, that is satisfactory) was awarded to IB papers with 50%-60% of total possible marks, then teachers are expected to consider what scores in our system reflect satisfactory performance on their assessments. Typically, that would be a score in the C range.
- Our school follows the district provided weighting system for GPA calculations:
 - 4 points for an A in regular courses
 - 5 points for an A in honors/college prep courses
 - 5.5 points for an A in Advanced Placement courses
 - 6 points for an A in International Baccalaureate coursesThe additional weighting for each type of course follow the same pattern for grades of B, C, and D. For grades less than a D, students will receive no credit and therefore 0 points for GPA purposes.

Recording and Reporting Grades

- All teachers are expected to record grades in the platform Schoology. Both parents and students have access to grades at all times. Therefore, teachers are encouraged to keep grades as accurate and up to date as possible.
- Our school understands that year-long courses like IB and AP will not have formal assessments as frequently as semester-long courses. However, the school suggests at least one large formal assessment every 3-5 weeks and a few small informal or formal assessments every 1-4 weeks.
- Our school sends printed progress reports home with students four times each year (at the mid-point of each quarter).
- IB DP teachers are required to provide marks for Internal Assessments and Predicted Grades by the deadline set by the IB Coordinator. That deadline is usually at the end of March.

Homework

- District policy mandates that homework not account for more than 10% of a student's overall course average.
- All teachers are expected to assign a reasonable amount of homework and the amount of homework should be relative to the amount of instructional time the student had on the concept/objective.
- Not all homework must be graded. For example, homework can include reading assignments, watching a video, or studying. None of those assignments lend themselves to being graded. If a teacher wishes to monitor the progress of meeting learning outcomes through homework, they may follow up with a formal or informal formative assessment such as a quiz, classroom discussion, or a writing assignment.

Roles and Responsibilities

For the purpose of this document, we consider stakeholders to be Administrators, IB DP Coordinator, Teachers, and Students.

Administrators will:

- Know and understand the regulations and requirements regarding our assessment practices.
- Provide teachers with resources and support for meeting the requirements of our assessment practices.

DP Coordinator will:

- Know and understand the regulations and requirements regarding our assessment practices.
- Collaborate with Administrators and IB DP teachers to ensure that our school meets the assessment requirements provided by the IBO.
- Collaborate with IB DP students and their parents to promote knowledge and understanding of our assessment policy and practices.
- Stay abreast of updates on requirement and/or regulation changes regarding IBO assessment policies, procedures, and practices and communicate those changes to stakeholders.
- Provide IB DP Teachers with resources for analyzing IB assessment results.
- Provide collaborative planning and meeting time where IB DP Teachers can discuss assessment practices and plan for school deadlines.

IB DP Teachers will:

- Know and understand the regulations and requirements regarding our assessment practices.
- Maintain an accurate and up to date gradebook that is accessible to parents online.

- Provide students and parents with progress reports at deadlines set by the school.
- Collaborate with the IB DP Coordinator, parents, and students regarding our assessment policy and practices.
- Collaborate with IB DP Students regarding their individual assessment results.
- Analyze IB assessment results as their potential impact on classroom assessments and instruction.

IB DP Students will:

- Know and understand the regulations and requirements regarding our assessment practices.
- Collaborate with IB DP Teachers regarding their individual assessment results.
- Meet school deadlines for assessment.