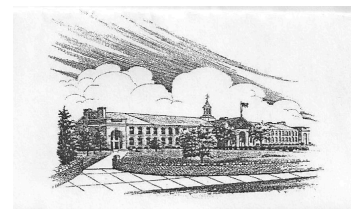




## Granby High School IBDP and IBCP Assessment Policy



### Document Purpose:

This document aims to:

- Define IBDP assessment expectations and the process of implementation of assessments within the program.
- Provide clear and current guidelines for administrators, teachers, students, and parents regarding their roles and responsibilities in the assessment process.
- Communicate the Assessment guidelines and practices from the *IBDP Handbook of Procedures for the Diploma Programme*, the current Program Guides for each subject area, and *Programme Standards and Practices*.
- Express the collaborative efforts of all stakeholders, including teachers, administrators, and parents, in the creation of these assessment guidelines.

### Assessment Philosophy:

The aims of assessments within our program are manifold:

- Our internal as well as external assessments are a means to evaluate student thinking and learning.
- All assessments support curricular goals for the subject.
- All assessments provide an opportunity for teachers to evaluate student mastery of content as well as their understanding of overarching concepts embedded in the curriculum.
- Preparation for the formal, regulated IBDP assessments are frequent and mirror the format and expectations of external and internal assessments from IBDP.
- Preparation for SOL (state) or AP tests (national) are embedded within the subject as required/needed.
- Timely, data-driven feedback on assessments is an essential part of student and teacher growth.

### IB/AP Scoring Weights:

- 30% Tests
- 30% Essays/Major Assignments
- 15% Assignments
- 15% Quizzes
- 10% Final Exam

*\*Middle and high school credit-bearing classes are all full-year courses. The grading parameters listed below indicate the percent worth for different grading categories. The total worth for combined categories per quarter will equal 100%. Each of the four quarters will equal 22.5% of the total grade for the end of the completed course. The final exam, required for credit-bearing courses, will total 10% of the final grade.*

Quarter 1:	22.5%
Quarter 2:	22.5%
Quarter 3:	22.5%
Quarter 4:	22.5%

**Course Final Exam      10.0%**

**100%**

**Teacher Responsibilities:**

- To provide students, at the beginning of each course, with a syllabus that contains the following:
  - Course content and sequence
  - Nature of the summative assessments required by IB, the district (benchmark tests), college board (AP tests) and the state (SOL tests)
  - Nature of the formative assessment tasks that will provide skill growth
  - The rubrics by which all formative and summative assessments are judged
  - A chart that shows how the rubric scores will be converted to percentage grades for Synergy if needed
  - Weight of assessments and grading categories
- To provide ample, consistent feedback using formative instruments/rubrics that allows students to complete self-assessment to increase their strengths and decrease their weaknesses on all assessments.
- To analyze data regarding assessments from previous sessions to make changes in curriculum, preparation, and instruction that addresses the suggestions made in the subject report.
- To analyze data for each assessment in order to identify weaknesses within the program, in performance of demographic groups, or with the assessment document/process.
- To post grades and notes to students/parents in Synergy in a timely manner.
- To design instruction to review, remediate, or differentiate for additional instruction.
- To reflect on effectiveness of instruction as well as effectiveness of assessment instruments.
- To reflect and assign cumulative and concise homework assignments for an average of 30-45 minutes per class day for the student outside of class.
  - Explain and outline a timeline for when long-term assignments are to be completed and turned in and provide reminders for students to keep them on track
- To collaborate with teachers within the subject group and with the TOK teacher to provide sound instruction that relates to curricular and IB principles.
- To provide links to possible Extended Essay topics in his/her IB subject
- To provide a safe, quiet environment for testing that promotes academic honesty (see Academic Honesty Policy)
- To record major assessments on the IB calendar in order to prevent more than 2 major assignments due at the same time.
  - Major assignments consist of projects, essays, tests, and other summative assessments.

- Minor assignments or formative assignments like quizzes, homework, or classwork do not need to be posted on the calendar.
- To provide accommodations to students with documented 504 plans or IEP(see Learning Support Policy)
- Address remediation needs and offer possible support for students who fail to perform adequately at Quarterly grade reporting intervals including:
  - Remediation and recover contracts
  - Program participation reevaluation

### **Student/Parent Responsibilities:**

- To adhere to Academic Honesty Policy when completing assessments (See Academic Honesty Policy)
- To be accountable and realistic with the amount of time set aside to complete both short term and long term assignments in and out of class time
- To meet all deadlines regarding assessments
- To understand that taking additional AP courses outside of the regular program will constitute additional homework time.
- To meet/communicate with Extended Essay supervisor at least 4 times during the extended essay process.
- To show up to all Exam Papers in May prepared and on time.
- To communicate with parent/teacher/coordinator when overwhelmed by deadlines in order to apply for an extension or to find an alternative solution.
- To limit extra-curricular activities or work to provide ample time for academic work.
- To be prepared for additional homework/practice time
  - with your weakest subjects
  - if you are frequently absent
  - if mastery of content proves difficult

### **The Parents will...**

- communicate with students and teachers openly about assessment practices
- provide ample opportunity for the student to comply with responsibilities listed above

### **Administrator/Coordinator Responsibilities:**

- To provide the IB teachers with the subject reports and exam and markscheme from previous sessions in order to analyze student strengths and weaknesses.
- To purchase copies of student papers in subjects where students were not as successful as expected so that teachers may review the examiners comments.
- To provide a safe, secure environment for IBDP testing.
- To communicate with students and parents the nature of the subject assessments and the expectations of the program
- To monitor instruction, pacing, and classroom assessments to ensure alignment with IBDP curriculum outcomes
- To provide the staff, students, and parents with a copy of the testing schedule, which will include date, time, location, and invigilator.
- To provide staff with access login to My IB in order to review subject guides
- To provide staff with a common calendar on the network to record major assessments
- To provide staff and students with appropriate forms/cover sheets needed for submission of external assessments.

- To provide staff, students, and parents with due dates for all internal and external assessments
- To provide time for staff to reflect on data collected regarding student progress
- To provide up to date 504 plans or Individual Education Plans for students with approved accommodations (see Learning support Policy)
- To update the Assessment policy as IB curriculum requirements change.

### **Program Practice:**

#### **Adverse Circumstances:**

- All IB examination dates and times in May cannot be changed, so students with adverse circumstances must contact the IBDP Coordinator. (See Learning Support Policy)
- A D2 Form may be filed on the student's behalf if he/she has completed 50% of the IB assessments for the subject if an adverse circumstance prevents the student from completing one component. Students/Parents must submit documentation to be submitted to IBO with the D2 Form.
- Students with documented accommodations may receive the same accommodations on timed IB examinations with approval from IBO.
- The IBDP Coordinator will submit a request for accommodations (See Learning Support Policy)

#### **State End of Course Standards of Learning Assessments**

Students must have 5 verified credits by passing the End of Course SOL test and the comparable class. Some of these tests and courses take place during the IBDP years. All others are completed prior to entering the IBDP program.

#### **Advanced Placement Exams**

Teachers may provide additional instruction in some subjects to assist students who choose to take Advanced Placement exams in comparable subjects.

#### **Diploma Program Internal Assessments, External Assessments, and Exam Papers Language A1: English HL**

- External Assessments:
  - Examination Paper 1 and Paper 2
  - Higher Level Essay
- Internal Assessments:
  - Individual Oral

#### **Language B: Latin SL, French SL, Spanish SL**

- External Assessments:
  - Examination Paper 1 and Paper 2
- Internal Assessments:
- Individual Oral
  - Individual Study—Latin only
- Students approved for HL will be given HL specific requirements/criteria

#### **History: History of Americas HL:**

- External Assessments:

- Examination Paper 1, Paper 2, and Paper 3
- Internal Assessment:
  - Historical Investigation

### **Experimental Sciences: Biology or Physics HL**

- External Assessments:
  - Examination Paper 1, Paper 2, and Paper 3
- Internal Assessments:
  - Individual Investigation and Group 4 project

### **Math Applications and Interpretations SL and Math Analysis and Approaches SL**

- External Assessments:
  - Examination Paper 1 and Paper 2
- Internal Assessments:
  - Math Portfolio or Math Project

### **Arts or Electives**

#### Music SL

- External Assessments
  - Examination Paper 1
  - Musical Investigations
- Internal Assessments
  - Recordings of solo or group

#### performance World Religions SL

- External Assessments:
  - Examination Paper 1 & Paper 2
- Internal Assessments:
  - Investigative Study and Written

#### Analysis Visual Arts HL/SL

- External Assessments
  - Part I: Comparative study-
  - Part II: Process Portfolio-
- Internal Assessments
  - Exhibition
  - Curatorial Rationale
- Students approved for HL will be given HL specific requirements/criteria for each assessment
- Students work is photographed/recorded and uploaded to IBO

### **Theory of Knowledge**

- External Assessments:
  - Prescribed Title Essay
- Internal Assessments:
  - Presentation

## Extended Essay

- Students in the NPS Preliminary IB Program are given assessments and practice time on the skills necessary to undertake the extensive research for the extended essay. These skills include but are not limited to the following: developing sound research questions, choosing topics appropriate to the scope of a research paper, finding and evaluating sources appropriate for research, including research in a paper, documenting sources, paraphrasing, and avoiding plagiarism.
- It is the responsibility of all NPS Pre-IB and IBDP teachers to address the following skills: Communication skills, Thinking Skills, Self-Management Skills, Research Skills, and Social skills
- IB subject teachers provide topic links for Extended Essay ideas for students within every unit in the junior year.
- The IB coordinator provides the students, staff, administration, and parents with a timeline for students to complete stages of the Extended Essay process in order to allow students time for all phases of the process including reflection and communication with the supervisor.
- The IB Coordinator and the IB English teachers provide direct instruction to students in the 1<sup>st</sup> semester of their junior year on the following topics related to EE research: narrowing topics and developing research questions, following proper research practices and documentation, writing the abstract, writing an introduction and conclusion, incorporating outside information into an essay, etc.
- Students are assigned a supervisor on the IBDP staff based on his/her topic.
- The EE Supervisor provides time to meet with the student to help with the research question and to provide feedback on the student's progress in finding resources and refining the essay.
- The EE Supervisor and the Extended Essay Coordinator provides students with the criteria for grading the Extended Essay, and the mentor directs suggestions for improvement to the criteria.
- Students reflect on their process and their supervisor's feedback to help them make their essay better.
- The supervisor and IB Coordinator set up the viva voce for the student's final presentation of his/her essay.

Sources: This policy was revised January 2025 after a review of the following documents:

*Assessment Policy* from Robinson Secondary Schools

*Assessment Policy* from Oscar Smith High School

IBO: *Guidelines for Developing School Assessment Policy*

IBO: *Principles into Practice*

*KFHS Assessment Policy*