**IB Assessment Policy**

**North Hall High School**

To support and improve student learning at North Hall High School teachers uses diagnostic, formative, and summative assessments. In the International Baccalaureate Programme at NHHS, assessments are criterion referenced according to specific criteria published by IB. Groups/subjects are provided resources like guides, rubrics, and mark bands that measure and inform student success from previous years to show its strengths and weaknesses. Teachers meet collaboratively as a whole and within content areas to review and update school and classroom policies yearly. In addition to the guidelines provided by IB, teachers differentiate assessments according to the needs of their students so that students with various learning styles are able to be successful within this highly rigorous program.

**Purposes of Assessment:**

* To provide consistent and frequent feedback to students about how they are meeting the expectations of state standards
* To provide consistent and frequent feedback to students about how they are meeting the expectations of IB standards
* To provide feedback to teachers on student progress
* To provide feedback to parents through progress reporting
* To provide quality assurance
* To condition students mentally for the rigors of IB exams

**Methods of Assessment:**

The North Hall High School IB program implements a variety of assessment strategies to measure student success. Diagnostic methods include the SLO (Student Learning Objective) tests, which have been developed for each IB course, and assessments developed by individual teachers and content groups (in school or county-wide) are used to measure previously acquired knowledge.

Formative assessments may include: class discussions, field work, essays, projects, investigation workbooks, multimedia presentations, tickets out the door, reflections/journals, etc. Summative presentations similar to those in the IB are: historical investigations, individual oral commentaries, and research papers. A variety of assessment strategies are used to reduce disadvantages, allowing a range of opportunities for students to be successful as displayed in our Special Academic Needs Policy. While these are just a few examples of the types of assessments, they are not limited to just the DP programme. Similar assessments are used in lower grades to prepare students for the IB programme. Teachers collaborate in vertical planning sessions to create assessments appropriate for their student’s achievement level(s). This helps scaffold the students’ skills toward those expected in the programme and within our policies.

*Internal vs. External Assessments*

In addition to assessments implemented by teachers to convey content, the IB prescribes various internal assessments for each subject. IAs vary in number according to subject and are designed to allow for students to demonstrate a degree of learner autonomy through choice of topic, methodology, and production while seeking to meet the criteria prescribed by IB. These IAs are graded by teachers according to the IB rubric; however, samples (about 10%) of student work are sent to IB for moderation. These IAs combine with grades achieved on external assessments to form a student’s overall IB score.

External assessments for each IB subject, which are scored by IB examiners, are given in May of senior year. The number of exams per subject varies. Higher level subjects tend to have more assessments than Standard level subjects. Full diploma students must take 3 HL classes and 3 standard level, each in a different subject. The table below describes the HL and SL offerings at North Hall High School.

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| --- | --- |
| **Higher Level (HL)** | **Standard Level (SL)** |
| English Literature | Spanish B |
| History of the Americas | Spanish ab initio |
| Biology | Mandarian ab initio |
| Visual Arts | Biology |
| Theater | Physics (beginning 2016) |
| Music | Math |
| Design Technology (beginning 2016) | Math Studies |
| Psychology (beginning 2016) |  |
|  |  |

Internal and external assessments in each subject combine to form a final subject grade (1-7)

**Grades**

Teachers base their major assessment grades (including the Internal Assessments) on IB grade boundaries, converting the IB 1-7 scale to a percentage. These conversion tables are developed in collaboration with other IB teachers inside and outside our programme. These major assessment grades are then entered into the student’s NHHS gradebook on Infinite Campus. It is attempted that a student’s Major assessment average be as closely aligned, as possible, to their predicted IB score. Minor assessments may or may not follow the IB grade boundaries.

**Homework**

Homework guidelines are varietal per content area. Teacher autonomy is allowed here per subject area. They are specific to task, unit, and standard being addressed within each unit.

**Scheduling of Assessments**

The North Hall High School IB program takes care to schedule internal assessments so that deadlines are evenly distributed over the course of the two year program. North Hall has a calendar published on their website of major events and assessments to help communicate to students and parents the internal deadlines of the programme.

**North Hall IB and State/Federal Requirements**

Teachers at North Hall apply the *Assessment Of and For Learning* component (1 of 5 domains) in the Teacher Assessment on Performance Standards (TAPS) for the Teacher Keys Effectiveness System (TKES). This is their evaluative measure for teacher effectiveness in instructional practices. Under this domain teachers address two standards related to assessment: Assessment Strategies and Assessment Uses. Each standard has example indicators. (See below) Teachers are evaluated by administration with four walk-throughs consisting of at least ten minute observations, two formative observations consisting of at least thirty minutes in duration, with a pre-year, mid-year, and summative conference/evaluation.

**Performance Standard 5: Assessment Strategies**

*The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

The teacher:

* Aligns student assessment with the established curriculum and benchmarks.
* Involves students in setting learning goals and monitoring their own progress.
* Varies and modifies assessments to determine individual student needs and progress.
* Uses formal and informal assessments for diagnostic, formative, and summative purposes.
* Uses grading practices that report final mastery in relationship to content goals and objectives.
* Uses assessment techniques that are appropriate for the developmental level of students.
* Collaborates with others to develop common assessments, when appropriate.

**Performance Standard 6: Assessment Uses**

*The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

The teacher:

* Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
* Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
* Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
* Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
* Shares accurate results of student progress with students, parents, and key school personnel. Provides constructive and frequent feedback to students on their progress toward their learning goals.

IB students must fulfill state and federal requirements in order to graduate with a high school diploma. Students must take the End of Course test in certain courses. For example, the first year of IB History of the Americas may substitute for U.S. History. Students will have to take the End of Course tests for U.S. History during year 1 of History of the Americas. In addition, every student is issued a course guide yearly. They are able to see course descriptions, pre-requisites, and substitutions for each course offered at North Hall.