

## ***Riverview IB: Assessment Policy***

### Riverview High School IB Assessment Policy

#### Overview

“The aim of assessment is to help students learn and teachers teach.”

A student’s successful completion of the International Baccalaureate program depends on successful performance on a comprehensive series of criterion-based examinations and assessments. In such assessments, the work of students is evaluated in relation to pre-established criteria rather than assessed in comparison to the performance of other students or based on students’ apparent effort.

Effective assessment will measure a student’s ability to demonstrate the following: knowledge, understanding, recollection, application, analysis, and, synthesis.

#### OverarchingGoals:

- The assessment policy is to honor and respect varied and diverse learning styles.
- The general aims of the policy are to master those facts and concepts that are essential for learning and to foster and expand student learning opportunities.
- In addition, the policy strives to uphold the mission of IB, and its subject areas’ aims and objectives.
- It is also our hope that all assessment is related to the demonstration of skills and knowledge that are critical to post-secondary school success and life-long learning.
- Finally, the ongoing objective of the assessment policy, as a living document, is to raise dialog and program standards as to the inherent inter-connectedness of teaching-learning-assessment.

#### ***Why are students assessed?***

##### a. Purpose

- For the teacher and the student to plan: future exams;
- For students to demonstrate their proficiency in the subject;
- For students to demonstrate learning in multiple ways;
- For the teacher to provide feedback to students;
- To engage learners in self-reflection and analysis of their own learning;
- To provide goal-setting for both students and teachers;
- For students to demonstrate application and synthesis of key concepts within IB curricula;
- To inform parents of program procedures and policies in the RHS IB Program.

##### b. Principles

- Students have and understand the criteria upon which they are assessed;
- Assessment should account for a variety of learning styles by using a variety of assessment tools and strategies;

- Assessment should be criteria-referenced, i.e. students are assessed against a pre-established criterion, as well as formative assessment strategies designed by the teacher to assist them in reaching their individual potential;
- Assessment should measure what students know, understand and can apply;
- Different assessment tasks will be weighted according to complexity, length, and relative importance;
- At the end of each reporting period, semester and final grades should reflect the level most consistently achieved by the student.

### **What is assessed?**

- Content Objectives (knowledge acquisition)
- Skill Mastery
- IB Criteria & Standards

### **Types of Assessment:**

- Performance Based
- Formative
- Summative

### **Examples of Performance Based Assessment:**

- Internal Assessments (IA's)
- Oral Presentations
- Digital Portfolios
- Collaborative Work (Group)

### **Examples of Formative Assessment:**

- Quizzes
- Critiques
- Peer Evaluations
- Varied Writing Styles
- Portfolios

### **Examples of Summative Assessment:**

- IB Criteria/Mock Exams
- Mid-Term/Final Exams
- Formal Orals
- Labs
- Curatorial Exhibitions/Process Portfolios
- Multidisciplinary Projects/Comparative Studies
- Subject Area Investigations

### **How is assessment reported?**

- Fact Sheets
- Syllabus
- Crosspointe/ManageBac/Blackboard Learn
- Teacher Reflections

- Student's Self-Reflections
- Professional Development Presentations
- Collaborative Planning

### **When are assessments conducted?**

**Formative** – Throughout the quarter, semester & year, based on concept conclusion

**Summative** – Mid Year & Final Grades; March through May (IB assessments)

### **Responsibility of Students**

- The primary responsibility of students is academic integrity.
- Students must value time-in-learning and adhere to school attendance procedures. This demonstrates a commitment to others, a value for the educational process, and, a belief in IB's standards and practices.
- Another segment of ownership is self-assessment or reflection. A student must develop and demonstrate the capacity to look at oneself constructively, critically, and, honestly and be open to growth and change.
- Taking responsibility for what is expected, meeting deadlines, and overcoming inevitable adversity is a strength demanded of IB students within Riverview's Assessment Policy.

### **Responsibility of Teachers**

- Riverview IB teachers are expected to replicate IB style, format, and language wherever and whenever possible. Approaches to teaching and learning must be the guiding mantra for addressing the educational goals.
- Rigor, in its purest sense, denotes a myriad of assessment styles. This is congruent with the delivery of lessons in multiple teaching styles for the benefit of our students' multiple learning styles.
- Communication around expectations and grades is a vital part of assessment success. As such, communication should be in diversified formats, consistently and timely delivered to both student, as individual, and parent, as home.
- Data is measurement of teacher and student success. This information should drive the decisions around teaching content and teaching format. We should seek to collect both formative, as well as summative, data. Following the IB philosophy, data should attempt to measure student growth and skill achievement. It should further seek to be constructive in nature, rewarding knowledge and approaches to problem-solving.



As education is a living organism, it is the responsibility of teachers to collaborate as much and as focused as possible. The utmost goal is the understanding of the individual learner, as a holistic being.

- At all times, teachers are held to be models of the learner profile, including the practice of academic integrity and to work toward the varying approaches to teaching & learning.
- IB teachers must be ever mindful of the concurrency of learning (IB hexagon) and abide by the program assessment calendar.

### **Responsibility of Parents**

- To stay actively involved in their son's/daughter's education by framing their role as one of 'collaborator' with the educational professionals. Attend any mandatory IB Parent Meetings.
- To appreciate and accept the mission of the IBO including the intrinsic nature of the learner profile.
- To remain updated via Gradebook, Blackboard Learn, ManageBac and [www.riverviewib.com](http://www.riverviewib.com)
- To review the Riverview IB Guidebook yearly, sign the Honor Code, and be cognizant of the Academic Guidelines.
- As time and commitments permit, to be actively involved in building and sustaining the RHS IB Community.

### **Grading Scale**

- It is required that IB administration and faculty abide by the policies and procedures of the Sarasota School District, including the grading scale, posting of progress grades and formal grading reports.

### **IB – Internal & External Assessment**

- Teachers of IB subject areas should make clear to students the connections and associations between course grades and IB rubrics and marks.
- Both internal assessments, as well as work to be marked externally, should be directly transferrable to course grades, whenever possible.
- A master calendar of IA marks, and other significant papers and assignments must be created and adhered to, in order to respect student stress and assist in overall achievement.

### **A Student's Responsibility for Learning:**

- An IB calendar is provided for every student at the start of each semester. This calendar lists the major assessments due for both quarters, including projects, investigations, labs, reports, portfolios, and internal assessments. These assignments are long-term in nature. As such, they each have a DUE DATE. Students are urged to complete and submit their work prior to the deadline, due date. However, should a student be absent from school on the DUE DATE, the assignment still needs to be submitted to the IB Office by 7:30 a.m. on that day. (It is up to



the individual teacher as to whether any late work will be accepted, as well as to the conditions/penalties that may exist.) (See Fact Sheets, distributed by every teacher for each course.)