

Riverview High School IB Assessment Policy

Overview

Assessment at Riverview High School follows the International Baccalaureate's guiding principle:

"The purpose of assessment is to support and encourage student learning."

Assessments are **criterion-referenced**, meaning student work is judged against published IB standards, not compared to peers. This ensures that grades reflect mastery of subject objectives, not relative standing.

IB assessments are designed to measure both **content knowledge** and **approaches to learning**. Effective assessment demonstrates a student's ability to:

- Acquire and apply knowledge and understanding.
- Think critically, evaluate, and synthesize information.
- Communicate ideas clearly and effectively.
- Transfer learning across disciplines.
- Reflect on growth as learners and individuals.

Policy Goals

Riverview's assessment policy aligns with IB's *Standards and Practices (2025)*, particularly the expectations that assessment must:

- Support inquiry-based teaching and learning.
- Honor varied learning styles and cultural backgrounds.
- Develop assessment literacy among students, parents, and teachers.
- Encourage academic integrity and fairness.
- Foster skills necessary for success in higher education and lifelong learning.
- Be continuously reviewed to reflect IB policy updates.

Purposes of Assessment

At Riverview, assessment serves multiple purposes:

- **For students:** to demonstrate achievement, reflect on growth, and set personal learning goals.
 - **For teachers:** to guide instruction, provide meaningful feedback, and evaluate student learning in relation to IB objectives.
 - **For parents:** to remain informed about their student's progress and program expectations.
 - **For the IB:** to ensure fairness and international consistency in awarding IB qualifications.
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Principles of Assessment (IB-aligned)

- Assessments are transparent, with **criteria shared and explained** to students in advance.
 - A variety of assessment methods address diverse learning styles.
 - Assessments integrate **formative (for learning)** and **summative (of learning)** approaches.
 - Final grades reflect a student's **most consistent level of achievement**, not a single performance.
 - Assessments must be authentic, requiring students to demonstrate both subject mastery and transferable skills.
 - Assessment practices align with the IB Learner Profile and Approaches to Teaching and Learning (ATLs).
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What is Assessed?

- **Knowledge and Understanding** – subject content and concepts.
 - **Skills** – communication, problem-solving, research, critical thinking.
 - **Processes** – inquiry, analysis, synthesis, reflection.
 - **IB Criteria** – defined rubrics for each subject and component.
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Types of Assessment

Formative (supporting learning):

- Quizzes, practice tasks, feedback drafts.
- Peer and self-assessments.
- Teacher commentary and conferencing.

Summative (evaluating achievement):

- Internal Assessments (IAs).
- End-of-unit projects, labs, and essays.
- Oral examinations and presentations.
- Mock examinations and IB-style assessments.

Performance-Based:

- Portfolios (Visual Arts, Design).
- Recorded performances (Music, Theatre, Dance).
- Investigations (Sciences, Mathematics).
- Comparative studies (Visual Arts, TOK).

Internal and External Assessment

- **Internal Assessments (IAs):** Completed under teacher supervision; scored by Riverview teachers and moderated externally by IB.
- **External Assessments:** Exams, essays, or portfolios graded by trained IB examiners worldwide.
- **Standardization & Moderation:** Teachers meet to calibrate grading practices against IB rubrics, and IB examiners moderate internal work to ensure fairness.
- **Markbands & Criteria:** All IB assessments use published descriptors, not curves. A grade reflects achievement of standards, not relative performance.

Responsibilities**Students:**

- Demonstrate academic integrity in all assessments.
- Understand and use assessment criteria for self-monitoring.
- Submit work on time and manage long-term assignments responsibly.
- Reflect on progress and growth through self-assessments.

Teachers:

- Provide clear rubrics and expectations before assessments.
- Ensure assessments align with IB subject guides and ATLs.
- Give timely, constructive feedback to support student growth.
- Collaborate to create balanced assessment calendars.
- Record and report student progress in ManageBac and district systems.

Parents:

- Partner with teachers to support students in meeting deadlines and program requirements.
- Review ManageBac and grade portals regularly.
- Attend parent meetings and remain engaged in the IB community.
- Reinforce the importance of integrity, balance, and reflection.

Reporting Assessment

- Progress communicated through ManageBac, district grade portals, and conferences.
- Major deadlines published on the **Riverview IB Assessment Calendar**.
- Parents and students receive regular updates on Internal Assessments, Extended Essay, TOK, and CAS milestones.
- IB grade descriptors are used to contextualize performance (1–7 scale, A–E for core).

Grading Scales

- **IB Subject Grades:** 1 (very poor) to 7 (excellent).

- **TOK and EE:** A (excellent) to E (elementary).
 - **Diploma Award:** 24–45 points, with conditions outlined in IB regulations.
 - **District Grades:** Sarasota County Schools scale applies for transcripts and GPA reporting.
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Student Learning Responsibilities

- Each student receives a semester calendar listing all major IB deadlines.
- Work is due on or before the deadline; absence does not excuse submission.
- Teachers outline late-work policies in course fact sheets.
- Students are encouraged to submit work early to account for unforeseen challenges.

Program Requirements

Admissions Commitment

Admission into the Riverview IB Programme (Diploma Programme or Career-related Programme) represents a commitment by the student and family to uphold the values, standards, and requirements of the International Baccalaureate.

- **Commitment to Completion:** Students admitted into Florida Pre-IB are expected to pursue either the IB Diploma Programme (DP) or the IB Career-related Programme (CP) in grades 11–12. Once a student enters grade 11 as a Diploma or Career-related candidate, they are expected to remain in the programme for a minimum of one academic year.
- **Transfer Policy:** If a student requests to exit the IB Programme, the transition must occur at the end of the academic year. Mid-year transfers may be considered only at semester and must be approved by the IB Coordinator.
- **Course Pathways:** Students in good standing with at least a “B” average may be eligible to continue as **IB Diploma Course Students** (formerly Certificate Candidates), completing individual IB courses and assessments without pursuing the full diploma.
- **Out-of-District Students:** Students attending Riverview from outside their assigned district must return to their home high school if they exit the IB Programme, in accordance with district policy.
- **Placement after IB Exit:** Students who exit IB cannot be guaranteed placement in AP, Dual Enrollment, or Honors courses. Placement is dependent on space availability and Riverview scheduling policies.

Good Standing Requirement:

As per IB regulations, students must be in good standing with respect to:

- **Academic Integrity** (no unresolved Honor Code violations or academic misconduct).
 - **Behavior and Conduct** (no suspensions at the time of examinations).
 - **Attendance** (consistent participation in coursework to meet IB seat-time requirements).
- Failure to remain in good standing jeopardizes eligibility to sit for IB examinations.
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Prescribed Reading and Curriculum

All Riverview IB courses follow the IB Organization's **prescribed reading lists** and **subject guides**, which determine curriculum, assessments, and standards. Teachers integrate required texts and assessments into instruction, ensuring students are prepared for IB examinations.

- If a student or parent raises an objection to a specific text or material, they may contact the teacher and IB Coordinator to discuss alternative assignments, in alignment with IB academic standards.
 - To support IB's mission of lifelong learning, Riverview provides **summer reading and assignments** to encourage continued growth. While not formally mandatory (per School Board policy), these assignments are considered essential for readiness and are strongly recommended. Students may earn credit or enrichment recognition for successful completion.
 - The **Extended Essay** must be completed before the first day of senior year, as per IB requirements.
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Summer Assignments

- Posted annually on the Riverview IB website.
 - While not formally mandatory, they are expected as part of the IB philosophy of preparation, growth, and balance.
 - Students have up to **10 days after the start of school** to demonstrate completion. Teachers may offer enrichment or extra credit opportunities tied to summer work.
 - Families unable to obtain assigned resources should contact the IB Coordinator for alternative arrangements.
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Progress Reports

- All IB teachers are required to post progress and final grades according to Sarasota County Schools and IB guidelines.
- Families are expected to check student grades **weekly** using the district grade portal and ManageBac.

- Communication is a shared responsibility: teachers provide timely updates, and families remain engaged in monitoring progress.
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Employability Grades (Approaches to Learning in Action)

In keeping with IB's emphasis on Approaches to Teaching and Learning (ATLs), Riverview IB uses "Employability Grades" to measure student growth in skills that extend beyond academic content. These reflect a student's readiness to succeed in higher education and the workplace.

Indicators include:

- Regular and punctual attendance.
- Active participation in classwork and discussions.
- Engagement in meaningful school and classroom activities.
- Respect for peers, faculty, and learning spaces.
- Contribution to a healthy, respectful, and collaborative environment.

Employability grades are not IB grades but are recorded as part of Riverview's holistic assessment of student development and success.