Spruce Creek High School

IB Diploma Program Assessment Policy



**Introduction/Philosophy**

The primary purpose of assessment and evaluation at Spruce Creek High School (SCHS) is to support and improve student learning with the understanding that all students have different learning styles, experiences, and abilities. The assessment and evaluation of student learning must be equitable to all students (regardless of learning style, cultural background, or socio-economic status), be varied in nature, and allow students to demonstrate the full range of their learning. Students will understand the assessment criteria before beginning coursework and assessments will be designed to be both genuine and meaningful. The goal is to move all students to academic success by using formative assessments in preparation for final summative assessments.

**Reasons for Assessment and Evaluation**

SCHS assesses students both formatively and summatively for a variety of reasons:

* To provide feedback to students on their own learning
* To provide feedback to students about how they are performing against the criteria outlined by the school/IBO.
* To provide feedback to teachers about knowledge, understanding and/or skill development
* To provide a grade for reporting understanding and progress to parents/guardians
* To provide motivation for learning
* To Provide a quality assurance mechanism (both for internal and external reasons)

**Methods of Assessment**

SCHS follows the district grading scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, 0-59=F. Grades are updated regularly in an on-line gradebook to provide students and parents with current feedback about performance. In order to calculate grades, SCHS uses a wide variety of formative, summative and diagnostic methods of assessment.

* Diagnostic assessments are not used to evaluate a student; they are used to gather evidence of a student’s knowledge, skills and understanding prior to instruction.
* Formative measurements involve ongoing assessments and grading feedback for the purpose of instructional decision-making.
* Summative assessments measure what has been learned by the student and will include in class genuine teacher designed assessments reflecting IB assessments as well as the actual IB prescribed internal and external assessments of each class.

Our school district policy is that 40% of a student’s grades consist of a wide variety of formative assessments while 60% of a student’s grades are summative. Diagnostic assessments are not included in grades. Students are expected to meet a minimum proficiency level (defined as 70%) on all summative assessments. When students do not reach proficiency level, teachers and students are expected to assess why learning did not take place and develop measures to correct the issue. Teachers of like subjects work together to develop lessons, determine what various levels of performance look like for each subject, and determine how to intervene when learning is not taking place at expected levels. Grading of in-class IB assessments will be scaled appropriately into class grades to truly reflect student’s mastery of the content and process in relation to accepted IB criteria and requirements.

The type of assessment chosen for each category is related to learning outcomes and governed by decisions about its purpose, validity, and relevance. A range of types of assessment reduces the element of disadvantage suffered by any particular student. Types of assessment to choose from include, but are not limited to: class discussions, Socratic seminars, data and/or document based questions, essays, experimental investigations, fieldwork, group and individual oral presentations, historical investigations, individual oral commentaries, investigation workbooks, multimedia presentations, multiple choice style quizzes and tests, portfolios, problem solving teams, projects, reflection logs, research papers, response journals, short and extended responses, sketchbooks, performances, and studio work.

SCHS teachers, upon recommendations from students and parents, have agreed to an exam schedule for all summative assessments that prevents students from being formally tested in more than 2 subject areas on any given day in order to prevent student overload.

**Earning the IB Diploma**

Students pursuing the IB Diploma must take one course in each of the six academic groups: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Science, Mathematics, and the Arts OR an optional second course in any of the first 5 areas. At least 3 and not more than 4 of the subjects must be taken at a Higher Level. The remaining 2 or 3 subjects are taken at a Standard Level. In order to coincide with the state of Florida graduation requirements, most students at Spruce Creek High School take English and History at Higher Level.

Students must take an external assessment (graded by IB World) at the end of each Standard Level and Higher Level course. Each assessment is graded on a scale from 1 to 7, so students can earn a maximum of 42 points through tests. Up to 3 additional points may be awarded for combined performance in the two additional Diploma Program requirements: Theory of Knowledge and Extended Essay. This makes the maximum total possible points for the Diploma Program 45. Students must earn a total of 24 points in order to earn an IB Diploma. If students have a failing condition on either the TOK paper or the Extended Essay, they are disqualified from earning the IB Diploma.

In addition to the specifics outlined above, candidates must also meet the following requirements:

* Complete 18 months of Creativity Activity and Service (CAS)
* Both the TOK paper and EE have been submitted and a grade of at least D has been earned on both
* There is no grade 1 on any subject/level
* There are no more than two grade 2’s awarded (SL or HL)
* There are no more than three grade 3’s or below awarded (SL or HL)
* At least 12 points have been gained on Higher Level subjects
* At least 9 points have been gained on Standard Level subjects
* The candidate has not received a penalty for academic misconduct from the Final Award Committee

**Internal and External Assessments**

IB assessments are criterion-referenced, not norm-referenced. Students must test take an external assessment (graded by IB World) at the end of each Standard Level and Higher Level course. The specifics are outlined in the diploma requirements above. In addition, each course has an internal assessment that is monitored by IB World. The format of the internal assessment varies by subject. Some are formal research papers while others are oral assessments or portfolios. Teachers grade internal assessments, but a sample of each class is sent to IB World for moderation to ensure global consistency. The IB rubrics are used to grade all internal assessments.

**Disability Access Statement**

The SCHS IB Program will accommodate students with special needs in classes and with assessment accommodations and/or modifications as specified on their Individual Education Plan (IEP) or 504 Plan, while adhering to the guidelines set forth by IB. Some accommodations/modifications for formal examinations may need to be approved through a specified organization (ex. IBO) prior to being administered.

**Implementation, Evaluation and Review of the Assessment Policy**

This document was produced in a collaborative effort between teachers and administrators of SCHS in the fall of 2016 and updated in the fall of 2021. This policy will be reviewed annually and reevaluated by a selected committee of teachers, parents, students, and a designated administrator. The voices of all stakeholders are welcomed in the annual assessment of this policy.

Parents, students, and teachers are made aware of this policy and can access it through the SCHS IB website. It is also shared at parent meeting (Open House, IB Advocates meetings, etc.) in the student presentations (class meetings, registration, EE and CAS meetings, etc.), and with the staff at faculty meetings as well as being available in printed materials (Program of Studies, IB pamphlet, etc.).

* All teachers are trained and work together to implement the policy through ongoing IB meetings. They will work collaboratively to create meaningful and genuine assessment, use of analysis of outcomes to inform instruction, and provide timely feedback to all stakeholders.
* All students will put forth maximum effort, adhere to established deadlines, and work to embody the learner profile and honor code to the best of their abilities.
* All parents will work to support their students in this endeavor and encourage them to uphold their integrity while fulfilling course and program obligations. In addition, parents will work with teachers to help ensure student success.
* The IB Coordinator will ensure that students are aware of all policies for academic honesty and assessment and are held accountable for them. In addition, they will provide teachers with support in meeting IB assessment requirements as well as feedback from prior IB assessments to use to inform instruction.
* The administration will provide a schedule to teachers to facilitate the implementation of this assessment policy, support required training of teachers in the IB program and assessment and ensure that all stakeholders are aware of this policy and the related academic honesty policy and uphold them both.

**References**

SCHS would like to gratefully acknowledge fellow IB World schools; Paxton School for Advanced studies, William J. Palmer High School, Mountain View High School, Verde Valley School, Scotts Valley High School, Trinity High School and Deland High School who’s published IB Assessment policies served in large part as a model for our own.