

Norcross IB Cluster

Assessment Policy

Philosophy

The assessment policy of the Norcross IB Cluster schools reflects the philosophies and missions of both the IB MYP and GCPS. Assessment is designed to reflect a high-level of achievement for all students, enabling them to receive a world-class education and to be successful in a multicultural world.

- Stakeholders collaborate, as outlined below, to maximize learning and performance on assessments.
- Teachers provide students with clear learning targets that align with GCPS standards and MYP subject specific criteria enabling teachers and students to monitor student progress and determine when students have demonstrated mastery of skills and content.
- Teachers use various forms of formative assessments to inform students of their learning progress and to provide opportunities for students to demonstrate mastery of skills and content.
- Teachers use various forms of summative assessments to culminate units of study and allow students to demonstrate acquisition of learning objectives.
- The partnership schools use the prescribed assessment criteria for each subject group in each year of the program.
- Teachers standardize their understanding and application of criteria before deciding on achievement levels.

Common Practices in Using Assessment Criteria and Determining Achievement Levels

Teacher Responsibilities:

- Teachers will work in collaborative teams to design rigorous common assessments that promote high-levels of student achievement.
- Teachers will start with the end in mind by designing summative assessments to determine student learning outcomes prior to developing a unit of study.
- Teachers will demonstrate an awareness of the diversity of learning styles by using a variety of assessments, instructional strategies, and differentiated lessons.
- Teachers will frequently and consistently implement formative assessments to monitor student learning.
- Teachers will analyze formative assessment data to determine student needs and will modify teaching as needed.
- Teachers will collaborate to calibrate assessment and grading practices.
- Teachers will provide timely written and oral feedback from assessments and will provide students opportunities to self and peer assess.
- Teachers will be cognizant of assessment timelines and the demands they place on students, including workloads and personal well-being.

- Teachers will adhere to all guidelines in administering standardized testing, including but not limited to, county, state, national or international assessments.

Student Responsibilities:

- Students will learn to exercise increasing responsibility for assessing their own progress and meeting deadlines.
- Students will learn to exercise increasing responsibility in communicating about their learning and academic standing.
- Students will learn to reflect on their progress and seek opportunities for improvement.
- Students will strive to maintain intellectual, physical, and emotional balance
- Student will analyze and present information in assessments as evidence of achievement
- Students will demonstrate the ability in evaluating and constructing arguments as evidence of achievement within assessments.
- Students will demonstrate the ability to solve problems creatively as evidence of achievement within assessments.

Family Responsibilities:

- Families are encouraged to support and reinforce teacher expectations and student learning.
- Families are encouraged to use available resources to monitor student achievement.
- Families are encouraged to initiate communication with teachers regarding student achievement as desired.
- Families are encouraged to engage in the learning process with students and maintain communication about problem solving and making wise choices.

Administrator Responsibilities:

- Administrators will create a culture of collaboration, dialogue, and reflection about student assessment.
- Administrators will provide teachers with instructional support.

Common Practices in Recording and Reporting Student Achievement

- Students in IB courses are assessed in terms of required formal IB assessments. These assessments, when compiled as final IB grades, are reported on a scale of 1 to 8.
- Assessments taken as part of exam requirements for the IB Diploma Program are completed internally (teachers mark and submit scores under the supervision of moderators) and externally (submitted to IB examiners for evaluation).

- Students in grades six through ten are assessed on teacher designed units according to the criterion for each content area as provided through the Middle Years Program.
- Students in all IB courses receive grades on course work completed in their courses as well as IB assessments and assessments graded with the IB criteria.
- Final grades are reported in teacher grade books and become part of a student's final transcript.
- IB exams and culminating activities at both the Middle Years Program and Diploma Program levels are criterion related assessments and are judged according to identified levels of student achievement as measured through rubrics and mark schemes aligned to each content area's formal Aims and Objectives.
- Students in the Middle Years Program and Diploma Program receive reports to inform students and parents of a student's level of acquisition of specific IB criteria.
- Students in the Diploma Program benefit from individual conferences with their IB Diploma Program teachers bi-annually. Through the scope of these conferences, the teachers and students discuss predicted grades for students in the IB Diploma Program level course, as well as formulating areas for improvement before the student sits for the IB test.

Implementation of Formative and Summative Assessments

Summative Assessment Practices:

- Summative assessments occur at the end of any unit of study and are used to evaluate the student's acquisition of the learning objectives of the given unit.
- Teachers will employ a variety of types of summative assessments, including but not limited to essays, presentations, examinations, projects, portfolios, performance-based tasks, and text-dependent questions.
- Teachers provide copies of all rubrics to students prior to the assessment.
- When possible, students are provided with samples of work that has been marked previously, thereby allowing students to identify and apply what assessment standards will be utilized in evaluating student work.

Formative Assessment Practices:

- Formative assessments are utilized by teachers to analyze students' progress towards the acquisition of key learning objectives and to provide meaningful feedback to students before the summative assessment.
- Through formative assessment, teachers are able to deconstruct criteria to scaffold and support students to mastery of each individual component of the skills required.
- Through formative assessments, students are able to work with their peers or with teachers to collaborate and develop a deeper understanding of content, as well as identify areas of strength and weakness.
- Teachers should provide opportunities for students to engage in self-assessment through reflection and peer assessment.
- Teachers will employ a variety of types of formative assessments using both non-digital and various digital web 2.0 tools.

Relationship of IB Assessment to Required Systems for Grading and Reporting

- Students are assessed through a variety of formative and summative assessments.
- Assessment strategies include the availability of local classroom assessments as well as county, state, and national assessments.
- Content area specific objectives with national, state, and county standards are included in each unit planner document and are the basis for assessments.
- Additionally, students in Advanced Placement and International Baccalaureate level courses complete assessments that are required as part of the culminating activities associated with each course.

Process for Review of Policy

A committee will be formed consisting of key stakeholders from all Norcross IB Cluster schools to evaluate the Assessment Policy annually. During this annual evaluation, the policy will be reviewed for needed updates and revisions, as well as to assess the effectiveness of the implementation and to ensure the policy is communicated throughout the Norcross IB Cluster schools.

References

- The Norcross IB Cluster schools maintain an Academic Honesty Policy (Appendix A). This policy will be distributed to students, posted on school websites for parents and stakeholders.
- All students at Norcross IB Cluster schools are entitled to a free and academically appropriate education. All assessment accommodations will be allowed as outlined in the Norcross IB Cluster Special Education Needs policy and provided through specific student documents.

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