

**Urbana High School
International Baccalaureate Program
Assessment Policy**

At Urbana High School, we are committed to creating a community of scholars **United by High Standards**. We believe assessments play an important role in supporting and encouraging our students to achieve their personal best. We recognize that assessments must be authentic tasks that challenge students to apply the knowledge they have learned – not exercises in memorization. Our teachers use practices and procedures that are fair, transparent, and equitable for all students.

Classroom Assessment

Teachers regularly use a variety of formative and summative assessments to support and encourage students learning. These assessments, differentiated when necessary, allow for students to demonstrate a wide range of abilities that align with the aims and objectives of the course. They take a variety of forms depending on the purpose of assessment. Specific information regarding what is assessed and how it is assessed in each class is available in the course syllabus which can be accessed online through Schoology.

- Formative assessments drive instruction. They are used by teachers as a guide to determine the effectiveness of teaching and monitor student progress. They provide students with meaningful feedback, allowing students the opportunity to reflect on their learning and determine the next steps for success. Formative assessments may include, but are not limited to, activities such as journal reflections, entrance/exit slips, low-stakes quizzes, small group discussions, and peer assessment activities.
- Summative assessments are given at the end of a unit of study to assess mastery of the content presented. These assessments occur less frequently than formative assessments and are frequently modeled after IB-style assessments. As such, they are be used to inform the determination of, not just in-class grades, but predicted grades reported on IBIS as well. Summative assessments may take the form of lab reports, short or extended response questions, or portfolios among other tasks.
- Feedback on assessments may come in a variety of formats. Students may also receive written or oral comments, a checklist of required components, or other methods as appropriate to the task. Since IB assessments are criterion based, as opposed to norm referenced meaning students are assessed based on clearly defined levels of attainment and not compared to work of other students. Therefore, summative assessments and many formative assessments utilize a rubric as a part of the feedback students receive. These rubrics are available to students and parents in Schoology. This helps students, parents, and teachers gauge the student's progress in regard to the IB standards for success.
- Students will have the opportunity to reassess summative works as outline in a teacher's syllabus. Reassessment is typically available if the assessment was submitted by the due date and when all formative assessments have been completed and students have completed the required reteaching assignments. Students seeking reassessment must inform their teachers within 3 days of assessment results being made available to teachers. They should utilize SET time on Wednesdays to access reteaching activities and schedule the reassessment.

Classroom Grading

Specific factors that determine a student's school grade, such as category weighting (typically 80-20 summative over formative), are reported in each teacher's syllabus which is distributed to students and available to parents electronically through Schoology. FCPS requires teachers to record at least one grade

per week on average. Please see FCPS [Regulation 416-01: Grading, Reporting, and Intervention - Secondary](#) for details of FCPS-specific grading requirements as well as [Regulation 416-04: Homework Guidelines](#).

Assessment within the IB Program

Subject briefs for all IB courses and created by the IBO can be accessed [here](#). These briefs provide an overview of each course along with information regarding the nature of its assessments and their weighting in the overall determination of the IB mark. Much of this information is also contained within the course syllabus. IB students are formally assessed through the use of both internal and external assessments.

- Internal assessments are worth between 20% and 30% of the student's final mark from the IBO. They are scored by the classroom teacher and moderated by IB-trained examiners. These assessments tend to reflect the skills necessary for success within the content area as much as content itself. They include oral presentations, historical investigations, laboratory explorations, and the application of mathematical concepts in the real world to name among others. Teachers often model classroom assessments on the nature of these tasks to help students hone their skills and become familiar with the requirements of the task. They are able to, in a somewhat limited capacity, guide students through the process of the internal assessment when it is time. When possible, teachers in the same subject area work together to assess these components to ensure standardization – that the criteria are being uniformly applied across all classes. Internal assessments are scheduled by the school. Teachers attempt to minimize timing conflicts while also considering the content or skills that need to be mastered before the assessment can be attempted.
- External assessments are worth between 70% and 80% of the student's final mark from the IBO. In most cases, higher level courses have three externally assessed components while standard level course have two which take the form of the May examinations. English, Music, and Visual Arts are among the exceptions with at least one externally assessed work being produced in class and sent to the IBO for marking. May exams are almost exclusively essay and short answer assessments. The schedule is set by the IBO at least one year in advance. Students are made aware of the schedule in September before they register for exams. These exams are conducted in strict accordance to the guidelines set forth in the Conduct of Examinations booklet developed by the IBO.

Determination of Final Marks and Award of the IB Diploma

Grades awarded by the IBO are released on 5 July each year. Each subject is scored on a 1 – 7 scale except for TOK and the Extended Essay which are awarded A – E marks and CAS which is pass/fail. At minimum, students must earn a total of 24 points out of the 45 available to be eligible for the IB Diploma if other conditions are met.

Academic Honesty and Assessments

The UHS Core 4 values emphasize Respect, Pride, Unity, and Integrity – and academic honesty places a role in all four components. It is addressed in every course syllabus, through direct instruction, and the UHS Honor Code. Students guilty of academic malpractice of any kind put their reputation as a scholar, classroom grades, and participation in the IB program in jeopardy. For more information see [FCPS Student Code of Conduct](#), the [UHS Student Handbook](#), and the UHS IB Academic Integrity Policy.

Inclusive Assessment Arrangements

In accordance with FCPS and state regulations, teachers review records of students with IEPs or Section 504 Plans to determine if assessment accommodations are required. Many of these accommodations include the use of extended time, chunking of longer assessments, large print documents, and reduced distractions in their testing area. The IB Coordinator works with teachers, students, and parents to ensure these accommodations are available to the student for all classroom assessments. When requested, the IB Coordinator applies for inclusive assessment arrangements per guidelines and due dates established by the IBO. These requests often require additional documentation from the school and/or a doctor as well as anecdotal evidence from the teachers regarding the necessity and use of accommodations. Please see [FCPS Special Education Handbook](#) for information regarding evaluation and placement as well as the UHS IB Inclusive Access Policy for additional details.

Review

This policy is reviewed annually and revised as needed to remain in alignment with the IBO's policies and procedures.