

# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

## Leander Independent School District

### Leander High School IB Assessment Policy 2021-2022

#### Core Beliefs

At Leander High School, the goal of assessment is to measure student achievement and learning. The objectivity afforded by norm-referenced state- or district-mandated assessment offers one perspective on student performance. A teacher's subjective judgment of the student's work can give additional insight into student learning. For this reason, we embrace the value of both means of assessment. However, our emphasis is on the value of criterion-referenced assessment. As often as possible, each student's performance is measured against established levels of achievement, whether the student is an IB candidate or a general education student.

LHS believes that assessment:

- Includes a variety of formats, such as: pre-assessments, formative, summative, self-reflection and peer evaluation; students may also have multiple opportunities to demonstrate their mastery
- Monitors areas of growth as well as mastery;
- Provides effective and timely feedback to the students, parents and teachers; (as seen in the Academic Integrity Policy)
- Informs curriculum, assessment review, opportunities for extending learning, and instruction.

LHS recognizes that students:

- Have different learning styles
- Have different cultural experiences, expectations and needs;
- Will possess varying levels of initial content knowledge and skills;
- Need to know their achievements and areas for improvement in the learning process.
- Should receive feedback that is positive and constructive; (Language Policy)
- Need support and feedback for the [IB Approaches to Learning Skills](#) as well as purely academic assessment.

Throughout the curriculum and learning process, assessment should:

- Account for a variety of learning styles;
- Be differentiated to account for the diverse backgrounds of learners;
- Include a wide variety of different assessment opportunities that are relevant and motivating to students;
- Be criteria-based, using published, agreed-upon, learning objectives mandated by the IB as well as current best practices in the field of education;
- Provide clear expectations to the students prior to learning; (Academic Integrity Policy)
- Examine data from STAAR, PSAT, district-developed and in-class assessments as well as performance in order to tailor instruction to the needs of the students;
- Measure what students understand, what they can do and what they know, and identify areas for growth;
- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- Be ongoing and reflective;

- Be internally standardized at the subject level to ensure consistency with the IB Diploma Programme;
- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to a globalized world. (as seen in the Language Policy)

## Assessment practices

### District Policy:

All LHS IB DP teachers will adhere to [District Grading Policy](#) . Additionally, LHS IB students will complete all state-required assessments (ex: U.S. History STAAR) in conjunction with their IB DP coursework.

### Communication:

Learning expectations and assessment strategies are to be communicated clearly to students and parents through a variety of means. When applicable, students and parents are provided (via the teacher's website) with IB-created criterion-referenced assessment rubrics.

### IB Exam Questions and Conversion:

All IB teachers will utilize some IB-style exam questions, graded using IB-provided markschemes and rubrics (7 point scale in all subjects except TOK and EE, which use A-E), when appropriate in their subject. Teachers will utilize purchased IB exams/markschemes and Subject Reports in MyIB to fairly assess IB-style questions and convert IB scores to a 100 point scale (for example, receiving the minimum marks to earn a 4 could convert to a 70). Teachers, however, may design their own criterion-referenced standards for other student assessments.

### Moderation:

Moderation refers to the checking and unifying of assessment standards and grading scales within a subject at the school level. Internal moderation takes place in the LHS IB DP when possible. Where there is only one teacher of a subject, this is not possible (collaboration with other IB schools, including Vandegriff HS in LISD, is a potential alternative). Also, all IB teachers will continually align their assessment standards to the IB's via such methods as reading subject reports, comparing predicted grades to IB scores, ordering past exams, etc.

### Predicted Grades:

All IB DP teachers will submit Predicted Grades. These will be based on a combination of objective assessments (student scores on IB-style exams in class and the teacher's Internal Assessment grade) and subjective judgement by the teacher. Predicted Grades will be shared with universities outside the United States if requested. They will not be shared with U.S. universities or with individual students or parents. Predicted Grades do not calculate in a student's actual IB grades except in significant adverse circumstances.

### Internal Assessment:

All IB DP teachers will coordinate internal IA deadlines on a Master Calendar to better distribute student workload. All teachers will ensure they allot sufficient time and guidance to students in the IA process. Teachers will review this process each year, including studying individual IA feedback and moderation from previous years, to ensure best practices.

## Types of Assessment

### Pre-assessment

- All teachers assess learners' prior knowledge and experience in an appropriate way before beginning a new unit of work or learning experience;
- Pre-assessment can, for instance, be multiple-choice tests, essential questions, daily warm-ups, etc.

## **Formative**

- Ongoing and regular formative assessment (at a minimum of once a week) will take place during the teaching and learning process using a variety of methods to inform teachers and learners about the progress of learning.
- Formative assessment engages students actively in the process of learning. Students should learn to self-assess, peer-assess, & improve performance with the aid of timely, detailed, meaningful feedback.
- Formative assessment provides students with opportunities to learn new skills and to achieve better results while taking risks and not being afraid to make mistakes.
- Formative assessment includes but is not limited to: draft assignments, oral presentations, questioning, discussion, performance critiques, exit tickets, portfolios, visual representations, quizzes with an opportunity to correct, etc.

## **Summative**

- Summative assessment takes place at the end of a teaching and learning process or experience, is planned for in advance, and occurs at a minimum of once a cycle (approximately 3 times a semester).
- Summative assessment is designed so that learners can demonstrate their knowledge and understanding in authentic tasks and apply their skills in new ways.
- The tasks involved are usually modelled on those mandated by IB and graded in accordance with IB criteria. Raw scores are moderated by a teacher-created grading scale that reflects competency based on the IB rubrics. These scales will be used consistently amongst all teachers within the same subject at the school level.
- Summative assessments can take a variety of forms including but not limited to: tests, lab reports, oral and visual presentations, essays, projects, research products, music investigations, performances, oral examinations, etc.

## **Reflection and Self-evaluation**

- Reflection and self-evaluation are fundamental elements of the assessment process;
- Reflection and self-evaluation are useful both during a learning experience, in enabling the learner to set goals and strategies for personal development, and at the end of the learning experience, in helping the learner to take increasing responsibility for his/her own learning;
- Reflection and self-evaluation are particularly relevant at the end of year one and during year two when students examine their strengths and weaknesses in light of the coming exams;
- Reflection and self-evaluation of overall IB Programme performance will occur as part of the annual one-on-one meeting with Head of School and IB coordinator;
- Reflection and self-evaluation will occur in some format within each subject at a minimum of once per cycle (three times per semester);
- Reflection and self-evaluation include but are not limited to: journaling, reflection, conferences, performance debriefing and analyzing their own formative and summative data, etc.

## Peer-evaluation

- Peer evaluation will often happen as part of the teaching and learning process because it aligns with the learner profile attributes of open mindedness, communication and critical thinking;
- Peer evaluation in the Diploma Programme will be based on clear criteria given by the teacher, mediated by the teacher, and not used for grading purposes;
- Peer evaluation will typically take place in pairs or small groups;
- Peer evaluation includes but is not limited to: feedback (oral or written) on written work, class presentations, drafts, projects, performances, etc. (see Academic Integrity Policy)

*Policies referenced in the creation of this document:*

[https://www.isparis.edu/uploaded/Documents/M/Secondary\\_School\\_Assessment\\_Policy.pdf](https://www.isparis.edu/uploaded/Documents/M/Secondary_School_Assessment_Policy.pdf)

[http://viborgkatedralskole.dk/fileadmin/Arkiv/Dokumenter/IB/Assessment\\_Policy\\_IB\\_01.pdf](http://viborgkatedralskole.dk/fileadmin/Arkiv/Dokumenter/IB/Assessment_Policy_IB_01.pdf)

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