

Benjamin H. Hardaway High School

Assessment Policy

Principles of Assessment

Hardaway High School recognizes that teaching, learning, and assessment are fundamentally interdependent. We are guided by the following principles:

- ❖ Our students
 - display differing learning styles.
 - have different cultural experiences, expectations, and needs.
 - perform differently according to the context of learning.
 - need to know their achievements and areas for improvement in the learning process.
 - should receive feedback that is positive and constructive.
 - play an active role in self assessment and peer assessment.
- ❖ Assessment in curriculum and the instructional process
 - forms an integral part of the planning/assessment/reporting cycle.
 - monitors the progress of student learning and achievement.
 - determines the effectiveness of teaching.
 - informs curriculum and assessment review.
 - utilizes a variety of methods.
 - should be in a context that is relevant and motivating to students.
- ❖ We commit to provide
 - feedback to parents and others, as appropriate.
 - transmission of relevant data to receiving institutions.
 - assessment and appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.
 - a record of student progress available to students and parents via Infinite Campus, an online grading system.

In addition, students should be made aware of the assessment tools used before commencing any area of study. All internal assessments should be designed to be formative in nature for the student and summative where appropriate. Feedback to students should be prompt and supportive, and the faculty should keep clear and accurate record of any assessment.

Why do we assess?

Hardaway High School is involved in the process of assessment of its student body in order to:

- enhance the learning of the students.
- monitor the progress of individual student learning and achievement.
- determine the effectiveness of teaching.
- inform curriculum review.
- help evaluate suitability of courses.
- inform others as appropriate, including students, teachers, parents, receiving schools, future employers.

How do we assess?

Hardaway High School strives to use a broad range of assessment tools such as:

- ongoing formative teacher assessment,
- summative assessment tasks,
- previous summative records,
- parents consultations,
- conversations with other adults who have knowledge,
- the student as a learner,
- alternative assessments such as
 - student self-assessment,
 - peer assessment,
 - portfolios or journals, and
 - observation and interviews
- teacher-developed rubrics for particular tasks,
- both full and modified, released IB assessments and markbands/markschemes, and
- by analyzing the above using professional knowledge and expertise.

Who undertakes assessment?

All students are assessed in curriculum areas by:

- the relevant staff in the faculty (primarily teachers) and
- external agencies.

Student Expectations

Students will:

- engage in ongoing preparation for upcoming classes by completing assigned tasks outside of the classroom.
- be an active learner who engages in the learning process rather than a passive learner who expects the teacher to be the source of knowledge.
- understand that the ongoing work and assessment for each course is intended to prepare them for formal IB assessments, both internal and external, as well as engender skills necessary for college and beyond.

When do we assess?

Assessments occur:

- when students are engaged in both teacher-initiated and student-initiated activities.
- when students are working with an adult.
- when students are working independently in a group.
- when students are working cooperatively.
- when students are working alone.
- when students are working on the school premises and on school activities elsewhere.
- when students are an English language learner to determine the level of support they may require.
- in an ongoing manner to determine whether students are making adequate progress.

How do we grade?

Grading should be undertaken positively and consistently, giving students credit for what they have achieved. Teachers look for evidence of what students know and understand. Teachers reward alternative yet equally valid answers that contain coherent ideas relevant to the question. Teachers engage in an ongoing evaluation of student mastery and may reassess at their discretion for all students including those who have been learning support identified.

Clear guidelines regarding grading policies, late work, and absences must be outlined in the course syllabus and reviewed at the beginning of the school year or semester. This allows teachers to have flexibility in setting grading standards (weights for formative versus summative work) for their coursework that adequately reflects the standards established by IB for each subject. These grading standards must, however, fall within the bounds established by Muscogee County School District as follows:

- A – 100-90% - distinguished learner
- B – 89-80% - proficient learner
- C – 79-70% - developing learner
- F – 69-0% - beginning learner (final grade of F results in loss of credit)

Official Examination Storage and Invigilation

Upon arrival of IB examinations, they are immediately stored in the vault located in the main office. The only time they are removed from the vault before the examination session begins is when the IB Coordinator inventories the exams to ensure receipt of the appropriate number, during which time they are never out of the coordinator's possession.

Invigilation of examinations strictly adheres to the policies established by IB as included in *The conduct of IB Diploma Programme examinations*.

Development of Assessments and Assessment Policy:

Teachers are responsible for developing assessments appropriate for their own coursework, preferably modeling the summative assessments after IB internal and external assessment components.

The admissions assessment is developed and reviewed by a committee of teachers and the IB Coordinator each year after an evaluation of student performance on the prior year's assessment. The maths portion of the admissions assessment is modeled after IB external assessments as are the markbands. The writing prompt is intended to allow students to demonstrate use of text evidence, expression, and reasoned argument as well as allow for an evaluation of the student's command of the English language. The rubric is reviewed annually along with the assessment instrument.

The assessment policy is reviewed biennially (or whenever significant changes occur within the program) by the IB Coordinator and a volunteer committee of IB teachers. The policy is then shared with all IBDP, IBCP, and Career-related Teachers for suggestions and approval.

Communication and Implementation of the Policy:

This policy is located on the school website in the IB section and is distributed to all faculty and administrators. Upon the hire of a new teacher and/or for a teacher who is new to teaching IB at Hardaway High School, the IB Coordinator covers this policy along with all other policies in a new teacher training.