



Community Lab School IB Assessment Policy

Feedback and assessment play a critical role in a student's development, allowing teachers to ensure that every student masters the material covered in their courses. At Community Lab School (CLS), our goal is to offer a rigorous, challenging, and intellectually stimulating curriculum that aligns with the Virginia Standards of Learning and the standards of the International Baccalaureate Organization. We believe that assessment should provide useful and timely feedback to students, teachers, and parents so that all students can reach their potential.

Assessment instruments may include, but are not limited to, quizzes, tests, presentations, projects, portfolios, essays, research papers, and laboratory experiments. Assessments can be both formative (intended simply to guide further instruction) or summative (aimed at determining the student's level of mastery and constituent of the students' final grade). Our goal is to provide students with as many options for demonstrating mastery as possible, consistent with the material in question.

IB assessments are criterion-referenced rather than norm-referenced. This means that they are graded individually, against a rubric, and not in comparison to the performance of other students.

Community Lab School uses a standards-based grading scale to assess and communicate student learning. This means that the grade a student receives will reflect the student's level of mastery for particular standards. Students have opportunities throughout the school year to demonstrate a higher level of mastery on any standard, based on parameters agreed upon with the teacher. As standards are covered in a given course, students will be graded on the level of understanding demonstrated:

- A - exemplary understanding: student is confident and consistent in applying knowledge or skills to new situations
- B - meeting expectations: student can apply new knowledge in most aspects and has a solid understanding
- C - progressing towards understanding: student has some understanding but some elements need to be added, changed, or refined
- D - minimal understanding: knowledge is partial and incomplete
- F or Incomplete - no evidence of understanding

IB Internal and External Assessments are graded on a scale from 1 (low) to 7 (high). Assessments in IB courses often model both in format and material the formal assessments given by the International Baccalaureate Organization. Whenever practical, teachers provide samples of graded work so that students can internalize the IB grading standards.

This policy is reviewed annually by the CLS IB team.