



**Gulf High School
International Baccalaureate Diploma Programme
Assessment Policy**

In keeping with the goals of the *IB Mission Statement*, the Gulf High School International Baccalaureate Diploma Programme institutes this Assessment Policy.

“To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.”

Assessment – Philosophical Principles

- ◆ Assessment shall represent a wide range of opportunities in which students have the opportunity to demonstrate their learning related to the standards, themes, topics, or other focus areas of coursework. Both the current state standards and the International Baccalaureate Subject Area Guides shall be the governing resources for curriculum design.
- ◆ Teachers shall implement classroom assessments and assessments modeled on the International Baccalaureate internal and external assessment plans for SL and HL courses, as appropriate to the courses.
- ◆ Assessment shall occur on a regular basis to be used for practice, formative, and summative purposes. In addition, they shall be used to inform the determination of in-class grades and predicted grades reported on IBIS.
- ◆ Assessment shall be a transparent process derived from active learning. Teachers are encouraged to provide learning experiences that are mirrored in the various assessments asked of students. In this way, students will be clear as to the content being assessed, and the manner in which the content is being assessed.
- ◆ Assessment shall be used by teachers and students alike to track and monitor student progress on the learning goals of the course. Teachers are directed to provide guidelines or a rubric to students ahead of major assessments. In this way, students will be clear as to the descriptors/expectations for measuring and quantifying achievement.
- ◆ The language of instruction and assessment shall be English for all courses except Group 2: Language Acquisition and Extended Essay written under Group 2.

Class Formative and Summative Assessment

- ◆ Classroom assessment shall be teacher-designed according to best practices of the profession for assessing student learning of the course learning goals and standards.
- ◆ Classroom assessment shall take a variety of forms including but not limited to: classroom practices, classroom activities, quizzes, tests, homework, projects, group presentations, laboratories, interactive oral discussions, question and answer, essays, or other modes that permit students to demonstrate their learning.
- ◆ Formative assessments shall be used by the teacher to determine the effectiveness of teaching, and to guide the differentiation of subsequent instruction.
- ◆ Formative assessments shall be used by the student to determine the effectiveness of expressions of learning, and to guide in the questioning and research process to elicit further learning for improvement and additional growth.
- ◆ Summative assessments shall be used by the teacher to measure the extent to which students have learned the material examined during the previous period of instruction.
- ◆ Summative assessments shall be used by the student to gauge the extent to which he/she has learned the material examined during the previous period of instruction.
- ◆ Summative assessment shall occur after a meaningful series of formative assessments have been given and reviewed and thus serve as a lead up to the summative instrument.
- ◆ Based on a teacher's determination, students may be provided additional opportunities to show mastery of content through alternative means.

Class Assessment in Preparation for Internal Assessment

- ◆ Internal assessment is described in the International Baccalaureate subject guide for each course and this description shall be provided to the students each year in the syllabus or in the online resources provided through the school's learning management system (LMS), currently *myLearning*. The information provided shall include a description of the internal assessment(s), percent value of each internally assessed component, and rubric(s) for scoring.
- ◆ During the course of study, teachers shall provide students with teacher-designed assessment experiences that model the internal assessments for the course. These may be in the form of whole-class inquiry and discussion, model essays, reflections, or laboratory investigation.

- ◆ When providing feedback to students on assessments modeled after internal assessments, teachers shall maintain the integrity of the guidelines contained in the International Baccalaureate subject guide.
- ◆ All submission dates in the *Diploma Programme Assessment procedures* will be met.

Class Assessment in Preparation for External Assessment and Examinations

- ◆ External assessment is described in the International Baccalaureate subject guide for each course and this description shall be provided to the students each year in the syllabus or in the online resources provided through the school's learning management system (LMS), currently *myLearning*. The information provided shall include a description of the external assessment(s), and percent value of each internally assessed component.
- ◆ During the course of study, teachers shall provide students with assessment questions that model the external assessments for the course. These may be in the form of whole-class inquiry and discussion, small group or individual practice and discussion, or individual quizzes composed of one or more model questions. These model assessments may progress to be released examination papers. Teachers shall debrief responses with the students using information from the released markschemes. For matters of test security and academic integrity, released examination papers, responses, and markschemes shall remain the sole possession of the teacher and not leave the classroom.
- ◆ The IB Coordinator shall provide copies of the prior examination year's data and formula booklets to the appropriate teachers so as to offer students familiarity with the proper use of these resources.
- ◆ When providing feedback to students on assessments modeled after external assessments, teachers shall maintain the integrity of the guidelines contained in the International Baccalaureate subject guide.
- ◆ During the weeks leading up to end-of-year examinations, teachers may offer after-school hours sessions that students may voluntarily attend.
- ◆ Teachers may use generic stationery modeled after examination materials. At no time may teachers use prior session stationery or stationery labeled with the official IB logo.
- ◆ For external assessments such as the Group 1 Language A Written Work, Extended Essay, and TOK Essay, students shall upload their work to *eCoursework*, and teachers will authenticate. The IB Coordinator shall provide students with their log in credentials and the student guide to the *eCoursework* system.
- ◆ The IB Coordinator shall provide teachers their IBIS log in credentials and a copy of both the student and educator guide to the *eCoursework* system.

Considerations for the Use of Assessment in Determining In-Class Grades

- ◆ For any assessment utilized in the construction of the student's in-class grade, the teacher shall record a score in the student information system, currently *myStudent*.
- ◆ Grades shall be updated on a weekly basis and reported twice per quarter (Progress Report Grades and Quarter Grades).
- ◆ Quarter 1 and 2 percentages shall be averaged to determine the Semester 1 grade. Quarter 3 and 4 percentages shall be averaged to determine the Semester 2 grade. The Semester 1 and 2 percentages, and in some cases the semester exam grade, shall be blended to determine the Full Year (final) grade.
- ◆ The in-class grading system is found in the Pasco County Schools *Student Progression Plan (SPP)*.

Considerations for the Use of Assessment in Determining Predicted Grades

- ◆ During the course of the school year and when moving from first through second diploma year, teachers shall gather assessment evidence to be used in the determination of the predicted grade (PG).
- ◆ The PG shall reflect the teacher's best quantified judgement of the students' projected overall course score on the scales of 1-7 (IB subject area courses) or A-E (Theory of Knowledge and Extended Essay), based upon our school's historical average for each subject area.
- ◆ Predicted Grades shall be input to *IBIS* by the teacher under the guidance and instruction of the IB Coordinator. The IB Coordinator will finalize PG submission on *IBIS*.
- ◆ All submission dates in the *Diploma Programme Assessment procedures* will be met.

May End-of-Year External Assessment

- ◆ At the start of each session in which a student shall have examinations, the IB Coordinator shall register the student on *IBIS* and pay the corresponding fees as per the prevailing *Schedule of Fees*.
- ◆ It is the expectation of Gulf High School that every IB student shall sit for every examination for which he/she is scheduled. In the case of circumstances outside of the student's control resulting in adverse conditions, the IB Coordinator shall file a form D2 *Candidates affected by adverse circumstances* after receipt of

documentation from the student and/or parent/guardian (e.g., letter from doctor or hospital; police report; other official report or documentation).

- ◆ End-of-year external assessments shall be conducted in accordance with *The Conduct of IB Diploma Examinations* publication provided in the Library section of IBIS and revised each year. Teachers shall be trained in the proper procedures for invigilation prior to testing. These procedures are to be reviewed immediately before each examination session.
- ◆ The IB Coordinator shall provide invigilators with all resources needed for the correct conduct of examinations they oversee.
- ◆ The IB Coordinator shall open and close each examination.
- ◆ Students shall be provided all relevant information surrounding the processes for examinations prior to testing. This shall include a copy of the *Conduct of the Examinations Notice to Candidates* flier, *Conduct of the Examinations Items Not Permitted* flier, *Academic integrity* flier, and details about *Malpractice* as defined in the IB publication, *General regulations: Diploma programme*.

Inclusive Assessment Arrangements

- ◆ The IB Coordinator and the IB School Counselor shall review records of students with an Individual Education Plan (IEP) or Section 504 Plan to determine if assessment accommodations are indicated. Upon querying the instructional staff, the IB Coordinator shall apply for inclusive assessment arrangements per guidelines and due dates established by The IB and published in the *Diploma Programme Assessment procedures*, currently through submission of the D1 form.
- ◆ Assessment accommodations shall be afforded students with assessment access requirements approved for such by The IB in accordance with technical assistance provided in the IB publication, *Candidates with assessment access requirements*, or other similar IB publication issued in the examination year.

State Assessments to Meet Graduation Requirements

- ◆ Each cohort year, the State of Florida Department of Education (FLDOE) designates those state assessments that must be passed in order to meet graduation requirements.
- ◆ Students shall be scheduled to sit for state assessments as required.
- ◆ Students not earning the achievement level required will be offered supports and additional opportunities to sit for the assessment until the necessary achievement level is met.

- ◆ Students shall have the opportunity as determined by the FDOE to use the concordant/comparative score from another assessment as a demonstration of having met the achievement level required (e.g., ACT; SAT).
- ◆ The subjects that have a state assessment requirement may vary by cohort, as determined by the FDOE.