

Brockton High School International Baccalaureate Diploma Programme Assessment Policy

This assessment policy provides guidance for all members of the BHS IB Diploma Programme.

Brockton High School Mission Statement

Brockton High School (BHS) seeks to teach our students in a safe, supportive environment the knowledge, skills, values, and behaviors necessary to become responsible and productive members of a diverse society. Instruction focuses on enabling students to demonstrate the literacy skills of reading, writing, speaking, and reasoning, and preparing them to participate actively as citizens in a technologically advanced society.

BHS remains a comprehensive high school while establishing smaller learning communities. We meet the individual needs of our students by providing opportunities for them to fulfill their potential and by offering choices in accordance with their own aspirations. We are committed to enhancing intellectual and emotional connections among adults and students through a personalized approach in both instruction and interpersonal relationships. Our school encourages and fosters positive, working relationships with students, families, and the community. (BHS Student/Parent Handbook, 2014-2015)

Purposes of Assessment

All forms of assessment are designed to be rich indicators of student learning. Each core subject employs a range of meaningful and rigorous assessment strategies- whether formative, summative, internal or external. These assessments offer the student the opportunity to demonstrate their mastery of concepts and skills as well as establish high academic standards to meet school, state, national, and International Baccalaureate standards. To that end, the various types of assessments used provide students with the opportunity to determine the degree of mastery of the content they have achieved, reflect on their strengths, and weakness as well as their skills as IB learners in each subject area. In addition, results of assessment allow teachers to collect data and revise their curriculum according to students' attainment of skills and mastery of content. Assessment is a critical component of the educational experience at Brockton High School and is intended to prepare students for post-secondary education.

According to the IB Learner Profile, "The aim of all IB Programmes is to develop internationally minded people, recognizing their common humanity and shared guardianship of the planet, and help to create a better and more peaceful world." Assessments are critical tools for teachers, parents, and administrators to use to support student learning and to inform instruction. To this end, and aligned with the attributes of an IB learner profile, IB students at Brockton High School strive to be:

INQUISITIVE: We develop curious, independent and collaborative learners

KNOWLEDGABLE: We provide opportunities and resources to promote student success in a 21st century global society

THINKERS: We offer flexible, innovative, and adaptable curriculum to develop thinking patterns and strong work habits

COMMUNICATORS: We develop effective communicators that encourage working relationships and positive interactions

PRINCIPLED: We encourage personal responsibility, accountability and ethical behavior to build character and civic responsibility.

OPEN-MINDED: We demonstrate appreciation, respect, and understanding of similarities and differences amongst people

CARING: We aspire to be respectful, responsive, and inclusive learners

RISK-TAKERS: We value the process and are resourceful and resilient in face of learning obstacles

BALANCED: We promote physical, emotional, social and mental wellness

REFLECTIVE: We understand the importance of self evaluation and reflection in the learning process and offer multiple means of reflection

Indicators of Effective Assessment

Brockton High School ensures that assessment is equitable and afforded through fair, meaningful, and consistent opportunities for students to demonstrate their mastery of concepts and skills. Assessments are checked for validity, reliability, and comprehensiveness. These assessments include formative and summative performance assessments in the six core subject areas: tests, quizzes, portfolios, discussions, laboratories, oral presentations, comparative studies, source analysis, writing, and researching. Students are evaluated on criterion based mark schemes from school, state and IB expectations.

Assessment Policy

The Brockton High School community teaches in a safe, supportive environment the knowledge, skills, values, and behaviors necessary for students to become responsible and productive members of a diverse society. The IB philosophy is integrated with the core BHS values of rigor, relevance and relationships. These philosophies promote the development and use of high quality research-based “best practices” for effective instruction. This focus, embedded within the fabric of teaching and learning at Brockton High School utilizes data and

on-going evaluation and revision to monitor curriculum attainment, inform instructional practices, implement interventions, and to design professional development opportunities. Our practices establish high academic standards and measure their attainment using local, state, and national assessments as well as those of the International Baccalaureate Diploma Programme.

A) General Grading/Marking.

As students enter into each course, they receive a teacher designed, subject specific written grading policy tailored to the content area. Each policy includes academic as well as behavioral expectations and requires parental acknowledgment. In this way, students, parents and teachers share a common understanding of grading policies. An open house is held in September of each school year that offers parents and teachers an opportunity to meet and to discuss the goals and expectations of each course. The annual calendar is distributed in September to all students with dates for important school events.

All teachers at Brockton High School, as part of our school-wide literacy initiatives, assess a variety of formative tasks. Activators, quick writes, and summarizers are evaluated, using a developed set of grading rubrics that are available for evaluation of tasks such as open response writing and reading visuals.

Teachers routinely use practice IB examination questions and mark schemes for formative and summative evaluation and assessment. Unit exams, research papers, projects, oral presentations, studio work, process workbooks, lab notebooks are examples of tools used to assess comprehension of material. Summer work is also distributed and evaluated.

1. Internal Assessments

Internal Assessments are developed, analyzed and graded in accordance with IB Diploma Programme guidelines. All internal assessment drafts are discussed individually with the students, both in written and verbal form. After external moderation, the IB teachers then receive comments for peer review and discuss feedback from the IB community to self-assess and improve on teacher delivery and student responses for the future. The IBO website is regularly utilized by all teachers, especially the Online Curriculum Centre, to ensure that the BHS curriculum meets the requirements of the IB Diploma Programme. Modifications to content are made to accommodate changes to the IB Diploma Programme criteria as they occur. Teachers collaborate to share, evaluate and discuss student work, to ensure that the tasks and interpretation of the grading criteria are accurate, fair, challenging and comparable.

2. External Assessments

Final summative external assessments are subject-specific. Written assignments that are required IB assessments are completed independently by students with appropriate guidance per IBDP regulations, and these are submitted with correct and complete coversheets during senior year of the IBDP. Examinations are administered in May of the second year to all students in HL subjects and in all subjects to students in the Diploma Programme. These tests are carefully

administered in accordance with the associated exam session's directions in the IB document, "The Conduct of IB Diploma Programme Examinations."

B) Recording and Reporting

Students at Brockton High School receive a report card after each 45 day term as identified in the BHS student/parent Handbook 2014-2015. Halfway through each term, students also receive a formative progress notice to inform both the students and the parent/guardian of a possible failure or if a student is not working to their level of ability. To service bilingual families, this report is delivered in the family's native language. Parent and guardians have opportunities to meet with teachers on several formal occasions throughout the year. Additionally, parent teacher conferences are held each semester to provide opportunities for individual discussions, which promotes participation and collaboration between school and family. Engrade is an online grading tool that provides both parent and student constant access to their grades and performance in the classroom. Engrade also provides a communication tool to provide material as well as to provide an interface for the parent, teacher and student. BHS encourages regular communication between parents, students and teachers. To this end, a BHS website is available where school, administration, and teacher contact information is readily available (<http://www.brocktonpublicschools.com/>).

When determining grade point averages, BHS uses a weighted grade based on a 4.0 scale. In accordance with Brockton High School standards, grades are assigned as following and are consistent across the disciplines.

NUMERIC GRADE EQUIVALENTS		
<u>Grade</u>	<u>High</u>	<u>Low</u>
A+	100	97
A	96	93
A-	92	90
B+	89	87
B	86	83
B-	82	80
C+	79	77
C	76	73
C-	72	70
D+	69	67
D	66	63

In accordance with the BHS Faculty Handbook 2013-2104, students must be in attendance for at least 93.3% of class sessions, regardless of the frequency of the meetings of the class, in order to receive a passing grade for that course. This means that if a student misses four (4) unexcused days of a term of a class that meets every day, she/he will fail that class. A

student has the right to appeal if it is felt that extenuating circumstances exist relative to absences from class.

C) Homework

All IB teachers assign and assess homework in accordance with the BHS Faculty Handbook 2013-2014.

Homework is defined as written or non-written tasks assigned by a teacher to be completed outside the classroom, often as a formative assessment. These assignments should complement class work and be relevant to the curriculum. Homework is a natural extension of the school day and an important part of a student's educational experience. Homework encourages self-discipline, pride in one's work, positive self-esteem, and an interest in learning. Homework reinforces the Brockton home/school connection, promotes inquiry, problem solving, discovery, analysis, and application of essential concepts. We aim to provide for students' individual differences and acknowledge varied learning styles by varying homework assignments.

According to the BHS Handbook, in grades 9-12 students should be given at least 30 minutes of homework a day per subject where appropriate, at least four times a week. A minimum of 10 percent and a maximum of 20 percent of homework average is assigned to the overall grade.

Resources are available for students who require additional assistance. These resources include after school teacher assistance, peer tutoring during the school day, a computer equipped Access Center as well as library services during the day as well as after school. In addition, students with special needs have access to a staffed study lab, if their IEP requires such a service.

D) Roles and Responsibilities:

At Brockton High School the Associate Principal of Curriculum and Instruction who schedules professional development and trainings oversees the IB Diploma Programme. The IBDP Coordinator, in conjunction with the Associate Principal of Curriculum and Instruction, provides up to date policy and documents, schedules IB trainings for current and new teachers and collects data to inform instruction and assessment. There is also a dedicated CAS coordinator (Community, Action, and Service Hours) that directs and guides the students in the implementation and documentation of CAS hours. The role of the IB teacher is to incorporate a variety of methods that are relevant and are geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world. Teachers are trained and certified in their core subject areas and are required to meet periodically as a department to discuss, plan, strategize and support consistent implementation of program policies. In addition, the IB faculty share a calendar of internal and

external assessment dates for every IB course to support student organization.

Policy for Review of Assessment Policy

This policy will be reviewed yearly by the Brockton High School IB Diploma Programme faculty and Coordinator, who will use dialogue to review any relevant evidence and then make adjustments in response to any needs or changes in requirements. These changes will then be ratified by the teachers, coordinator, and administration. Finally, the policy will be made public through the school's website.