

RHS Assessment Policy

1. Purpose of Assessment:

The primary purpose of assessment in an IB World School is to support and encourage student learning through the gathering and analysis of information about student achievement. Assessment in its various forms is a critical component of the educational journey. Assessment provides students with opportunities to determine the degree to which they have mastered content knowledge and skills and to reflect on their progress, allowing for reflection and self-evaluation of strengths and areas for improvement in each subject area. Assessment also provides teachers the ability to determine the degree to which students have attained mastery of content knowledge and skills and to revise their curriculum and instruction to meet student needs and reflect on their own practice.

2. Definitions

- a. **Formative:** Formative assessment is any type of assessment that occurs during the course of instruction during a lesson, sequence of lessons, or unit. Its purpose is to give both the student and teacher information about how individual students are progressing towards meeting the lesson or unit learning targets or objectives. Formative assessment strategies may include, but are not limited to short quizzes, warmups, exit tickets, open-ended questions, rehearsals, or student discussions.
- b. **Summative:** Summative assessment is assessment that takes place at or near the end of an instructional unit to measure student understanding and application of content knowledge and skills. Summative assessments are meant to be a final assessment for each unit. Types of summative assessment tasks might include, but are not limited to compositions, essays, paper/pencil tests, concerts, presentations, open ended tasks, journals, portfolios, videos, research or other types of projects, labs.
- c. **IB-Specific Assessment:** These are assessments which are specifically required by the IB program for internal or external evaluation. For detailed information, see 4.b.ii and 4.b.iii below.

3. Expectations

- a. **Expectations of Students**
 - i. Be accountable for their learning
 - ii. Be a strong self-advocate. Let teachers know when you need additional support
 - iii. Ask questions when they do not understand an assessment task, the course content, or how to complete a task
 - iv. Produce quality products and performances to the best of their ability
 - v. Know how their work will be assessed and refer to assessment criteria before and while they are completing their work
 - vi. Be aware of due dates and meet them
 - vii. Always turn in original work, upholding a culture of academic integrity and authentic intellectual engagement (refer to District Policy 506)
 - viii. Model the IB learner profile attributes.
- b. **Expectations of Parents**
 - i. Work as partners with students, teachers and support staff to communicate learning successes and concerns.
 - ii. Recognize their student's learning strengths and areas for growth.
 - iii. Regularly monitor their student's academic growth and progress in Infinite Campus.

- iv. Participate in the learning process by providing an appropriate learning environment and support at home.
- v. Model the IB learner profile attributes.
- c. Expectations of Teachers
 - i. Practice on-going assessment, taking into account learning processes and products
 - ii. Vary the types of assessment tasks used in each course
 - iii. Provide students with feedback on learning activities or formative assessments prior to attempting summative assessments
 - iv. Provide clear due dates for assessments and if appropriate, checkpoints along the way
 - v. Provide multiple opportunities to show mastery
 - vi. Engage students in reflection and self-evaluation
 - vii. When appropriate, differentiate and modify assessments to meet student needs
 - viii. Ensure assessment criteria or rubrics align with subject area objectives in the MYP and assessment criteria descriptors found in the subject guides or mark schemes for the DP and CP
 - ix. Ensure classroom based assessments in the DP and CP provide students the opportunity to prepare for Internal and External course and Core assessments
 - x. Indicate which assessments in a co-seated classroom are used for CIS credit evaluation, if appropriate
 - xi. Use a best-fit approach when marking with rubrics to be in-line with IB practice.
 - xii. In circumstances where multiple teachers teach the same content, teachers collaborate to ensure that use of assessment criteria is consistent.
 - xiii. Model the IB learner profile attributes.

4. Practices

- a. Using the Assessment Criteria
 - i. MYP
 1. The MYP has established subject area assessment criteria for each of the MYP subject areas.
 2. Curriculum in the MYP is based on the Minnesota State Standards and the MYP units teachers have developed. When designing units of work, the statement of inquiry shapes the summative assessment task.
 3. MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.
 4. Teachers will create task-specific rubrics based on their subject area rubrics for each summative assessment. Teachers may adapt and modify descriptors in the rubrics to better align with specific assessment tasks to increase student understanding, but it is essential that the critical elements of the MYP learning objectives and key terms are not lost.
 - ii. CP and DP
 1. Curriculum in the DP and CP is based on the subject guides provided by the IB and on Minnesota State standards. Assessment tasks in the DP and CP are developed to assess a student's current levels of readiness to complete the internal and external exams as well as determine content knowledge and skills success as outlined in the Minnesota State Standards.
 2. If the course is coseated for College in the Schools credit, there may be assessments to measure achievement tied to course- and institution-specific expectations.

3. In addition to formative and summative classroom assessments, DP and CP students produce internal and external assessments attached to the courses and programmes in which they are enrolled. Internal assessments are pieces of student work that are evaluated by their content teacher, who gives the assessment a score which may then be moderated by external examiners to ensure alignment to the IB assessment criteria in that subject area. Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.
 - a. Examples of internal assessments include:
 - i. Language and Literature (English) and Group 2, Language Acquisition (World Languages)
 - ii. Historical Investigations in Group 3: History
 - iii. projects and portfolios in Group 5, Mathematics
 - iv. practical laboratory work in Group 4, Science
 - v. Reflective Projects in the Career-related Programme
4. External Assessments
 - a. External assessments are evaluated according to the established subject area criteria. External assessments are not evaluated by the subject area teacher, however, but are marked externally by IB examiners.
 - b. Examples of externally assessed work include:
 - i. Extended Essay
 - ii. Written Assignment in Language A: Literature and in Language Acquisition
 - c. External assessments are heavily focused on the quality of a finished written product in the IB subject area.
5. Assessment of Diploma and Career-related Programme Core Requirements
 - a. Students completing the requirements for the IB Diploma or the IB Career-related Certificate have Core requirements that are assessed as well based on established expectations found in IB guides.
 - b. These assessments may be assessed externally, as is done with the Extended Essays (DP); internally, as is done with Reflective Projects (CP); or by school-developed assessment criteria informed by the IB guides, as is done with the Language Development Portfolios and Service Learning Portfolios (CP).
6. Subject Area Examinations
 - a. Subject area examinations are administered in May each year.
 - b. Examinations occur under strictly controlled conditions and often over a two day period for each subject area (the afternoon and the following morning).
 - c. The examination papers consist of a variety of assessment vehicles including short-answer, essay, data-analysis, open-ended problem solving, case studies, commentaries and multiple choice.
 - d. In order to sit for the examinations, students must complete all required internal and external assessments for the subject area.
 - e. Examinations are mailed, within 24 hours following the examination, to external examiners around the world for assessment.

- f. Examination marks are then combined with marks earned on the internal and external assessments to create the final subject grade.
 - b. Relearning and Retakes of Assessments
 - i. Select assessments are eligible for relearning and reassessment as indicated by the teacher.
 - ii. A relearning plan must be completed by the student to outline the process for relearning and reassessment (except in cases of whole-class relearning opportunities).
 - iii. Retakes must be completed within two weeks unless otherwise indicated by the teacher.
- 5. **Recording and Reporting of Assessment Results**
 - a. Teachers report student marks on each assessment task in Infinite Campus.
 - i. Students and families are able to see student marks through the student or parent portal online.
 - ii. Teachers regularly update the online Gradebook and students and families are encouraged to contact their teachers if they have specific questions about assessment marks.
 - b. Report cards will be available after the conclusion of each marking period. Report cards will be available electronically for parents/ guardians to review.
- 6. **Assessment Evaluation (Grading) Practices**
 - a. The primary purpose of grading is to communicate the academic achievement status of students to students, their families, employers, and post-secondary institutions. A grade should accurately reflect what students know and are able to do in a course. Student work should be the best work they can produce so that their learning is clearly demonstrated.
 - b. Letter grades will be calculated with a weight of at least 70% of the grade based on summative assessments and no more than 30% of the grade based on learning activities and formative assessments.
 - c. Use of MYP Marks within Course Grading
 - i. Within IB Units, criterion marks will be reported to students via Classroom or Infinite Campus.
- 7. **Students with Special Circumstances**
 - a. Students with a Section 504 plan or Individual Education Plan (IEP) may require modifications to assessment. Any modifications to assessment will be stated in the student's 504 plan or IEP.
 - i. For additional information, please refer to the RHS Inclusion Policy.
 - b. Students whose first language is not English (ELL students) may need additional support to meet all content area objectives or may need modification to assessments. This will be determined by a collaboration of the subject area teacher and ELL teachers.
 - i. For additional information, please refer to the RHS Language Policy.
- 8. **Ongoing Review**
 - a. The Assessment Policy will be reviewed regularly to ensure the document reflects the needs and desires of our students, our school, and the expectations of IB.
- 9. **Communicating Policy**
 - a. The policy will be available on the RHS website and can be made available on paper to families upon request.

Acknowledgement:

Portions of the language in this document originated here:

https://henry.mpls.k12.mn.us/uploads/phhs_ib_assessment_policy_may_2016.pdf

<https://chs.rdale.org/academics/international-baccalaureate-grades-11-12>