



GlenOak High School International Baccalaureate Diploma Programme Assessment Policy

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Assessment Philosophy and Principles

Education is the process by which lifelong learners grow in their attributes of inquiry, reflection, communication, and knowledge. Effective learning includes several essential elements, one of which is teaching informed by assessment. GlenOak High School believes in data-driven assessment as a means for measuring student growth. The goal of assessment in education is to support curriculum standards and student learning. Assessment reflects the adopted curriculum, is based on established assessment criteria, and is communicated effectively to students through assessment results and analysis. The GlenOak High School International Baccalaureate Diploma Programme will be founded on IB approaches to teaching and learning and criterion referenced assessments. IB teachers will also support student learning through policies and procedures adopted by the Plain Local School District.

Purposes of Assessment

The Plain Local School District has adopted the following policy indicating the purpose of assessment for GlenOak High School students:

“The Board of Education shall assess student achievement and needs in all program areas . . . the purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and the educational achievement goals of this District.

The District shall require that all appropriate staff have knowledge of the prescribed standards of ethical assessment practice and shall monitor the assessment practices for compliance with these standards. These duties shall include:

- A. communicating standards of ethical assessment practice
- B. communicating security procedures for assessment
- C. establishing procedures for reviewing assessment materials and procedures and assessment preparation materials and procedures;
- D. establishing channels of communication that allow teachers, other educators, students,

parents, and other members of the community to voice concerns about assessment practices;

- E. establishing written procedures for investigating complaints, allegations, and/or concerns about assessment practices; protecting the rights of an individual, the integrity of an assessment, and the results of an assessment.”

(Bylaws and Policies 2623- Student Assessment and Academic Intervention Services)

Indicators of Effective Assessment

The GlenOak High School IBDP supports the following indicators of effective assessment practice:

- Emphasis on criterion-related assessment which is based on identified levels of attainment
- Formative processes for developing student learning to be demonstrated in formal IB assessment
- Valuing the most accurate demonstration of student performance, as submitted for IAs
- Examining student understanding of the curriculum at the end of the course, based upon the whole course
- Developing student learning skills to be able to not only recall learned information but also adapt and apply knowledge and skills to new questions and contexts

(modified from Guidelines for developing a school assessment policy in the Diploma Programme, 3)

International Baccalaureate Principles

The GlenOak High School IBDP teachers and pedagogical leadership team believe in assessment that supports student learning as outlined in *Programme Standards and practices*, Standard C4:

Assessment:

- C4:1 Assessment at the school aligns with the requirements of the programme.
- C4:2 The school communicates its assessment philosophy, policy, and procedures to the school community.
- C4:3 The school uses a range of strategies and tools to assess student learning.
- C4:4 The school provides students with feedback to inform and improve their learning.
- C4:5 The school has systems for recording student progress aligned with the assessment philosophy of the programme.
- C4:6 The school has systems for reporting student progress aligned with the assessment philosophy of the programme.
- C4:7 The school analyses assessment data to inform teaching and learning.
- C4:8 The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- C4:9 The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of . . .the Diploma Programme extended essay . . .

GlenOak High School IB Assessment Practices:

Assessment for learning and assessment of learning

Approach to Formative Assessment

Formative assessment is designed and results are communicated to help students and teachers identify learning outcomes prior to a summative assessment based on the curriculum. Formative

assessment is assessment for learning; the assessments serve as learning tools for both students and teachers. There are several main considerations for formative assessments.

Formative Assessment for Students

The first approach for formative assessment is for students to demonstrate current knowledge of curriculum through pre-assessments. Based on the performance on a pre-assessment, both the students and teacher are able to assess the level of mastery in the curriculum, including writing skills. A pre-assessment is designed in the similar format and criteria as the summative assessment.

The second approach to formative assessment is the role of classwork and homework in learning. Students are active participants in learning and need to spend time reading, discussing, writing, and reviewing curriculum to not only learn for recall but for conceptual understanding that creates analysis and synthesis of knowledge. Homework and classwork are utilized as an approach to teaching including inquiry-based learning, independent and collaborative experiences, and differentiation to meet the needs of different learners.

The third approach to formative assessment is the variety of ways teachers can assess student learning as learning happens. Formative assessments may take the form of writing assignments, seminars, projects, labs, and readings/questions. An essential element of formative assessments is the need for student and teacher self-reflection of learning and teaching. Formative assessments should communicate learning strengths and weaknesses of students to both the teachers and students.

Formative Assessment for Teachers

Teachers utilize formative assessment to inform their teaching. There are a plethora of ways teachers can engage in formative assessment, including, but not limited to, the role for formative assessment for students as described above; vertical and horizontal collaborative planning; IB professional development; and OCC resources and teacher connections. IB collaborative planning as a professional learning community (PLC) is essential for the self-reflection and formative assessment process for teachers.

Approach to Summative Assessment

Summative assessment is designed and communicated through planned, criterion-referenced rubrics based on the curriculum. Summative assessment is assessment of learning: the assessments serve as the demonstration of student learning. IB assessment scoring is determined through criterion referenced rubrics in multiple areas. Teachers in each subject area will utilize assessment criteria throughout the courses to help students learn through formative assessment so

that they can perform to their highest abilities on summative assessments including but not limited to external exams in May during DP students' senior years.

Through the process of teaching students, one important and necessary component for teachers is the development of a process for standardization of assessment of student work. When only one teacher is instructing a course, the teacher must work to accurately assess student work based upon IB criteria per subject and per assessment; when more than one teacher instructs a course, both teachers must work collaboratively to align and standardize assessment of student work. Teachers have access to the Programme Resource Centre. Prior to teaching IB courses all teachers will attend and participate in IB training in IB for Category 1 or 2 if new teachers, Category 2 or 3 for course revisions, and Category 3 for advanced training.

Differentiation and Accommodations in Assessment.

Effective teaching includes differentiated instruction, learning, and assessment to meet the needs of all learners. Because learners have differing growth rates of learning skills and subject content, they are also able to demonstrate the learning through assessment at different rates. GlenOak High School IB teachers are experienced educators trained in approaches to teaching and learning; they understand that learning and assessment is scaffolded, and will work collaboratively to differentiate and accommodate learning and assessment experiences for IB learners. Please see GlenOak High School Language Policy and Special Education Needs Policy for additional resources and support for EL students and students with disabilities.

Academic Honesty in Assessment

GlenOak High School IBDP students are expected to adhere to the GlenOak High School Academic Honesty Policy. IB teachers will work collaboratively with students to understand effective referencing, resources for learning and assessment, and types of academic malpractice. Students and teachers will have access to referencing resources and the IB programs for completing writing assessments, including Turnitin and ManageBac. Please see the GlenOak High School Academic Honesty Policy for additional details, resources, and procedures related to academic honesty and malpractice in the IBDP.

GlenOak High School Grading and Marking Policy Specific to IB Courses

GlenOak High School IB teachers will create, administer, grade, and communicate assignments based on course curriculum and assessment criteria. Additionally, IB teachers will be expected to follow the GlenOak High School grading policy as well as work with guidance counselors, principals, and other educators to ensure IB students are also fulfilling state requirements for graduation and the Honors Diploma (when applicable).

International Baccalaureate Diploma Programme Grade Scale

GlenOak High School IB teachers will utilize criterion referenced assessment rubrics to score and provide feedback to students according to the following IBDP scoring standards:

<i>IBDP Subject Courses</i>	<i>Theory of Knowledge/Extended Essay</i>
7 - Excellent	A - Excellent
6 - Very good	B - Good
5 - Good	C - Satisfactory
4 - Satisfactory	D - Mediocre
3 - Mediocre	E - Elementary
2 - Poor	N - No grade
1 - Very poor	

Assessments will then be converted to appropriate, scaffolded, grading for GlenOak High School's grading scale. IB teachers will encourage and model self-reflection, revision, and growth in student learning so that grades reflect a student's most accurate representation of learning.

GlenOak High School Grading and Grade Scale

GlenOak High School grades are communicated and calculated based upon two semesters per year; each semester includes two nine-week quarters with each worth 50% of a semester grade. During each quarter, assessments will be administered as either summative, worth 80% of the quarter grade, or formative, worth 20% of the quarter grade. Examples of summative assessment may include tests, writing assignments, quizzes, projects, labs, and seminars. Examples of formative assessments may include homework, classwork, practice questions and writing assignments, bell ringers and exit tickets, seminars, projects, and quizzes. Teachers are expected to have several assignments per type of assignment per quarter.

Grades are recorded in the online program *Sungard*, operated through Stark County Educational Service Center. Report cards are generated by computer and accessed electronically by students and parents four times per year, usually one week after the end of the grading period. The grading scale is as follows:

<i>Percentage Range</i>	<i>Letter</i>	<i>Point Value</i>
90-100	A	5.000/4.000
80-89	B	4.000/4.000
70-79	C	3.000/4.000
60-69	D	1.000/4.000
0-59	F	0.000/4.000

State of Ohio Graduation Requirements

GlenOak High School guidance counselors and IB coordinator will work collaboratively in scheduling and advising DP students in the programme as well as students taking one or more IB courses to ensure fulfillment for both the state of Ohio graduation requirements and IBDP expectations and considerations.

Internal and External IB Assessments Calendar

Every year, the IB Assessment Calendar will be created, distributed, and discussed with all IB students and teachers for the IB course cycle. It is essential for students and teachers to understand the flow and cycle of internal and external assessments for the two-year IB courses for proper planning, preparation, studying, and managing stress. IB students, teachers, and coordinator will communicate at least monthly through the IB Core course and IB Collaborative Planning PLCs to ensure adherence to the Assessment Calendar and also to make teaching and learning adjustments based upon student and teacher needs and school changes.

IBDP Recording and Reporting

GlenOak High School IB teachers and the IB coordinator will also adhere to the IB assessment protocol for recording, reporting, and assessing internal and external assessments as specified in the *Handbook of Procedures for the Diploma Programme* yearly. IB teachers and the IB coordinator will collaboratively plan and communicate the IB Testing Timeline of dates for teachers and the coordinator. IAs will be retained in paper and electronic form by the IB teachers and coordinator. The IB teachers and coordinator will collaboratively record IAs and PGs through IBIS and submit requested papers for moderation. The IB coordinator, in cooperation with IB teachers, will schedule May IB assessments, secure testing papers, and organize and train invigilators. The GlenOak High School IB coordinator and testing coordinator will also work collaboratively on testing due to the numerous AP exams also administered during the same testing month as IB papers.

Assessment Roles and Responsibilities for Implementing, Evaluating, and Training Teachers

All IB teachers will have received, and will continue to receive, IB training in subject areas when teaching IB courses. It is the collective responsibility of the IB teachers, IB coordinator, and IB Head of School to communicate about assessment and training. The IB coordinator will be responsible for new and revised course training for current and new IB teachers. The pedagogical leadership team will facilitate the frequent and consistent collaborative planning for IB teachers, which will include time, information, and updates on assessment. GlenOak High School IB teachers will be evaluated based on the Ohio Teachers Evaluation System (OTES) as mandated by the state of Ohio and Plain Local Teachers Association (PLTA) current collective agreement. The evaluation of IB teachers will include the formative and summative assessment process and results based upon the IB curriculum and assessment criteria.

Teachers will have supported access to the Online Curriculum Center for use of subject guides, teaching tools, sample lessons, assessment criteria and rubrics markschemes of previous exams, and communication with other IB teachers. During IB Collaborative Planning, IB teachers will work together on strategies for effective teaching and learning and assessing student growth. GlenOak High School is currently focused on data-driven instruction as the primary tool for improvement in school and student growth; IB teachers will utilize data-driven instruction in courses based upon IB Approaches to Teaching and Learning.

Communication of Assessment Policy

GlenOak High School's Assessment Policy will be available from guidance counselors and the IB coordinator in written form and on the school's IB website once authorized as an IB World School. Guidance counselors and the IB coordinator will communicate the Assessment Policy when students are committing to being a DP candidate before the junior year begins and when taking individual IB courses during the junior and senior year. Teachers will also communicate the Assessment Policy in class and the essence of the policy through course syllabi and teaching strategies.

Policy Review

GlenOak High School's Assessment Policy will be reviewed and updated every five years in a regular cycle in conjunction with GlenOak's self-evaluation of the IBDP, beginning in the fall of 2022 and/or as needed based upon internal school bylaws and policy changes and IB expectations. The Assessment Policy review will be led by the IB Coordinator, with assistance from IB teachers, Testing Coordinator, and the IB pedagogical leadership team. The Assessment Policy will be updated based upon the adopted Plain Local School District Board of Education Grading Policy and IBDP Assessment guidelines and criteria.

Appendix
Appendix A:
References & Resources

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**Appendix B:
Assessment Policy Committee**

Dr. Jennifer Austin	IBDP Coordinator
Jill Balderson	IB Visual Art Teacher/Arts Department Team Leader
Jennifer Caldwell	IB English A: Language and Literature Teacher
Dr. Jill Collet	Director of Curriculum
Pamela Dentler	IB Spanish B Teacher/World Languages Team Leader
Meredith Ersing	TOK Teacher/CAS Coordinator
Julie Filliez Werren	IB French Teacher
Ryan Foltz	IB Global Politics Teacher
Annie Hawkins	IB Biology Teacher
Christopher Irwin	IB Music Teacher
Gayle Kimbrough	GlenOak High School Principal/IB Head of School
Alyssia Kobasic	IB Math studies Teacher
Megan Leatherman	IB Psychology Teacher
Brian Matthews	Assistant Superintendent
Brent May	Superintendent
Kristen Misbrener	IB Extended Essay Coordinator/TOK Teacher/CAS Coordinator
Brett Niarchos	GlenOak High School Deputy Principal
Maria Speakman	IB Mathematics Teacher/Math Team Leader
Madeleine Wheeler	IB Physics Teacher