

Assessment Policy and Procedures

Philosophy

One of the positive aspects of the IB Diploma Program is the nature of the assessments, giving students multiple methods and opportunities to show their achievement of the subject area objectives. This effective approach is found within the IB subject area courses where teachers create their own assessments to measure students' progress in addition to those required by IB.

Effective assessments measure a student's progress towards the stated goals of the course by using tests that measure writing and thinking skills as well as the acquisition of discrete knowledge items. However, with a major aim of the IB being to promote and develop the attributes of the Learner Profile, it is imperative that teachers do not just simply "teach to the test."

The assessment policy is reviewed and agreed upon by all teachers and administrators involved with IB. All new IB teachers are trained by IB and are oriented to the IB assessment policies by the Program Coordinator.

Assessment Practice

The following is taken from

(<https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>)

The IB assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

1. Analyzing and presenting information
2. Evaluating and constructing arguments
3. Solving problems creatively.

Basic skills are also assessed, including:

1. Retaining knowledge
2. Understanding key concepts
3. Applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

1. Essays
2. Structured problems
3. Short-response questions
4. Data-response questions
5. Text-response questions
6. Case-study questions
7. Multiple-choice questions – though these are rarely used.

Teacher assessment is also used for most courses. This includes:

1. Oral work in languages
2. Fieldwork in geography
3. Laboratory work in the sciences
4. Investigations in mathematics
5. Artistic performances.

It is the belief in our school that students are ultimately responsible for their own learning. They meet this responsibility by working diligently to complete assignments on time and in an ethical and appropriate manner. Students are expected to monitor their progress in their classes, to inquire about ways to improve if necessary, and to prepare well for all forms of assessment. Students are responsible for being aware of the goals and standards of their coursework and for asking for clarification when needed. In addition to the stated objectives of each class, students are expected to set goals for their personal growth as life-long learners, to reflect on progress in meeting these goals, and to assess their achievement of them.

It is the belief in our school that teachers are responsible for facilitating students' learning. They meet this responsibility first by working diligently to understand intimately their subject matter and the standards of achievement for the courses they teach. Teachers are expected to communicate clearly with students and their parents exactly what goals need to be accomplished in their subject areas. Teachers are responsible for providing precise instructions where assignments are concerned, guidance when needed, and timely feedback to aid improvement. Teachers are encouraged to provide progress reports every two weeks to keep parents and students apprised of students' grades. Teachers are expected to analyze assessment data to determine strengths, deficiencies, and student needs. Teachers are aware that assessments can be biased and use many types of assessment to evaluate their students' progress. In this vein, teachers also use assessment to evaluate the effectiveness of their own instruction, reflecting on their own practices to improve where needed. Teachers are expected to

use tools available through technology and other venues to their full advantage, in order to enhance their instruction and further assist students with their progress. At the teacher's discretion, students may be allowed to increase their score on a certain assignment if the material has not been mastered.

It is the belief in our school that the coordinator and administration are responsible for supporting teachers and students in their efforts to meet the goals in their coursework. They meet this responsibility first by providing the necessary training for teachers to become knowledgeable of the needs for their subject areas. The coordinator is responsible for providing student data in a timely manner and for providing opportunities to analyze and reflect upon that data. The coordinator provides time for teachers to reflect on their practices and plan, both individually and collaboratively to enhance instruction. The coordinator and administration provide training on data interpretation and use as well as using multiple assessment strategies. They work together to analyze student performance, to set achievement goals for the school, and to plan goals for the future. The coordinator and administration are committed to providing the necessary materials and tools to best achieve the goals of the IB Diploma Program at Azusa High School.

Grading Scale

Azusa High School Report Card grades are based on a scale of:

A (90—100)

B (80—89)

C (70—79)

D (60—69)

Anything below 60 is an F (failing condition).

The IB Diploma Program uses a scale from 7 (excellent) to 1 (minimal), with a score of 4 deemed worthy of recognition by most colleges and universities.

Due to multiple factors, a student may perform better according to the IB grading scale than that of the high school. The opposite may also occur.

IB Required Assessments

Some of the assessment required by the IBO is carried out internally by classroom teachers who score students' individual work. These include oral presentations, commentaries, laboratory work, investigations, and performances. Teachers receive training to use the rubrics provided by IB and their scores are moderated outside of the school to assure reliability and equity.

Some of the assessment is overseen by teachers as students produce the work, but it is scored by external examiners selected by the IBO outside of the school. These include the extended essay, essays for Theory of Knowledge, and others.

The annual May examinations are externally scored with no input from teachers aside from a teacher generated report to IB based on student feedback after the test on topics such as the level of fairness and difficulty of the assessment. The May examinations include multiple choice and open-ended or essay questions. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest portion of the assessment score for each subject.

The student's scoring of 1-7 has no bearing on the student's final AHS grade in the course.

IB Diploma Program Components and IB Scores

Group	Subject Area	Grading Scale
1	English	1-7
2	Language Acquisition	1-7
3	Individuals and Societies	1-7
4	Sciences	1-7
5	Mathematics	1-7
6	The Arts	1-7

Grading Scale: 7-Excellent; 6-Very Good; 5-Good; 4-Satisfactory (passing); 3-Weak; 2-Poor; 1-Very Poor

At least 3 but no more than 4 subjects must be completed at Higher Level (HL). Only 6 IB subjects – one in each of these subjects – may contribute to the IB Diploma total score.

Theory of Knowledge (TOK) A-E

Extended Essay (EE) A-E

See matrix below for how TOK and EE grades of A-E contribute to 3 additional points toward the IB Diploma score.

Creativity-Activity-Service (CAS)

CAS is pass/fail; CAS requirements are either met or not met (no numerical or letter score)

The diploma points matrix
May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

IB Policy Links

[IB AHS IB Admission Policy and Procedures](#)

[IB Language Policy and Procedures](#)

[IB Inclusive Education Policy](#)

[IB Academic Honesty Policy and Procedures](#)

Updated: August 2021. Should be reviewed again in the 23-24 school year.