

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME ASSESSMENT POLICY



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RCSD IB DIPLOMA PROGRAMME ASSESSMENT POLICY

Section I: Philosophy

The Rye City School District is committed to allowing students to have the opportunities to showcase their learning in a variety of authentic ways. Assessments are not used as “end all, be all” benchmarks, but moments to reflect on choices, learning, and progress for both students and teachers. Assessments, both formative and summative, are meaningful and provide actionable feedback that will enhance learning and the quality of teaching. Assessments are aligned to course objectives, New York State and national standards, and the high expectations that have become expected of the Rye City community.

Section II: Principles of Assessment

Using the Rye Commitment as a lens, the Rye City School District aims to create authentic forms of assessment that allow students to display their understanding of material in a variety of ways. As a result, some examples of how the the Rye City School District uses assessments are:

- Supporting the curricular and philosophical goals of the IB programme through research-based instructional practices (i.e. project based learning) and appropriate differentiation to ensure all students have access appreciating rigorous material.
- Allowing for a wide variety of choices, tasks, and modalities so students can demonstrate their knowledge and understanding.
- Integrate assessment into daily learning activities to enhance learning and growth.
- Incorporate authentic and real-world learning experiences by promoting student inquiry and choice.
- Focus on the development of 21st-century skills such as collaboration, reflection, evaluation, critical thinking and problem solving.
- Per the IB programme, incorporate opportunities for reflection and personal evaluation in assessments and learning activities.
- Maintain a high level of assessments that reflect New York State standards and IB criteria.
- Align assessments with the IB philosophy to promote international mindedness into our assessments and to make allowance for students working in their second language.
- Calibrate the grading practices and judgements of teachers to ensure that grades reflect content standards and avoid scoring bias.

Section III: Bias in Assessment

The Rye City School District avoids bias in grading practices. Assessments will be developed to include a wide range of modalities and formats to minimize bias toward particular cultural groups. The differentiation of assessments will allow students to encounter familiar and unfamiliar contexts and tasks. Therefore, the Rye City School District will make certain that:

- Assessments will be based on subject specific criteria taken from IB guides in each subject area.
- NYS standards for each subject will be integrated with IB criteria to ensure alignment.
- A variety of authentic assessments that will allow for individual expression.
- Students with English as a Second Language will receive support services.

Section IV: Assessment Model

The Rye City School District framework for assessments is a standards-based model that is aligned with NYS and national standards. There will be a concerted effort to incorporate the IB standards into teaching practices as well. The Rye City School District has shifted away from a one-size fits all type of assessment to one that is more personalized for individual learning. Therefore,

- Expected standards are explicitly stated prior to any assessment and are interwoven throughout classroom instruction
- Assessments are seen as meaningful and allow for monitoring of student learning and assist in tracking student progress
- Whenever possible, choice is offered in assessment to allow for student-centered inquiry
- Students receive feedback at every stage of the learning process to allow for reflection and goal-setting.

Section V: Formative Assessment

Formative assessments are a range of informal assessments that allow for teachers to monitor student progress. As a result:

- Teachers will use formative assessments to provide feedback that is clear, meaningful, and specific. This feedback will allow for students to reflect on their learning and set goals for improvement. It will also allow teachers to adjust instruction to enhance student learning.

- Formative assessments, in whatever form, will happen frequently and, perhaps, multiple times throughout a class session.

Section VI: Summative Assessment

Summative assessments are designed to not only evaluate student learning, but also to assess the learning models. These assessments measure achievement based on specific criteria that are aligned to an overall score. Using the Rye Commitment as a lens, the Rye City School District ensures that summative assessments are:

- Given at the end of a unit of study or the end of a learning module
- Modeled after IB standards and values and reflect any NYS or national standards where appropriate

Section VII: IB Assessments

There are two mandated IB assessments within the Diploma Programme: Internal and External Assessments.

Internal Assessments: Internal assessments are based on IB rubrics that help prepare students for the internal assessment challenge. Student progress is communicated through student teacher conferences using the IB rubrics for each subject and/or course.

External Assessments: Teachers will utilize mock exams, questions from previous IB assessments, and unit examinations that are modeled after IB external exam formatting. Teachers can choose to reserve class time to review exams formatting and how the IB rubric will be applied to their responses.

Section VIII: IB Grading Policy

Grading practices within the IB programme will be based on a combination of professional judgment and IB policy. These practices will always provide useful and actionable feedback that will allow for students to reflect on their learning and set goals for growth. Therefore:

- Grading will be related directly to stated learning goals for the course
- On Internal Assessments and teacher designed assessments, IB rubrics will be used with grades assigned accordingly and then converted to the IB 7 point grading scale.
- Participation, effort, and other learning behaviors will not be factored into grades unless they are specifically stated as a learning goal.

- Students are expected to complete all required work and will be given opportunities and support to do so.
- At times, both summative assessments and formative assessments will be factored into overall scoring.

Section IX: Recording and Reporting Grades

The Rye City School District is committed to ensuring that all students and families can easily access academic progress and grades. Examples of informing students and families about academic scores are:

- Maintaining an electronic grading portal (PowerSchool) that is open to students and families. This allows students and families to monitor assessment and grades in real time.
- Grading policies are communicated at Back to School Night, through Google Classroom, at IB grade orientation, IB informational nights, and other public venues.
- School and IB policies are posted on the school website which can be accessed at anyone's convenience.
- Teachers that are teaching the same subject will make good faith attempts to grade together to allow for the alignment of standards and to ensure grading consistency. All teachers will standardize their marking so they are consistent with each other.
- Report cards are distributed 4 times a year, one for each quarter. Teachers periodically will email students and families about their progress if there are any academic concerns.