

Westbury High School International Baccalaureate Diploma Programme Assessment Policy

The primary purpose of assessment at Westbury High School is to support student learning. International Baccalaureate Diploma Programme teachers at Westbury High School use assessment to inform instructional decisions, to better understand the academic needs of individual students, and to analyze the effectiveness of instruction. Effective teaching will prepare students for both formative and summative assessments which are designed to measure understanding of course aims and objectives. These assessments are used to measure and report student understanding to students, parents and teachers; provide ongoing and consistent feedback to students and teachers; and to guide decisions about instructional content and practice.

Assessment Principles:

- Assessments are meant to be varied and should gauge multiple skills, abilities, and ranges of content mastery.
- Assessments help teachers improve instruction and create meaningful learning activities.
- Assessments help teachers, parents, students and stakeholders.
- Assessments are invaluable tools that help teachers create engaging curriculum
- Students can and should learn how to appropriately and constructively assess each other.
- Rubrics and criterion should be considered objective benchmarks, not punitive norms.
- Good assessment techniques give stakeholders a sense of local, state, national, and even global achievement and performance standards
- Parents should always be privy to data and information that results from assessment.
- Students and teachers engage in diligent reflection of data that emerges from assessment.
- Assessment techniques are vetted by the International Baccalaureate Professional Learning Community and reflect International Baccalaureate philosophies and mission statements.
- Students will work hard to perfect study strategies that will ensure success on International Baccalaureate assessments.
- Assessments are never a gauge of a student's worth; rather, assessments simply measure what a student can demonstrate at the moment of the assessment procedure.

Types of assessments:

Formative Assessment: Formative assessments allow a teacher to monitor student progress toward meeting International Baccalaureate Diploma Programme standards. They are designed to give teachers and students minute-to-minute feedback regarding the extent to which a student is demonstrating knowledge of content and actively

working to complete a learning activity. Formative assessments can be verbal, written, and/or observed; such assessments are invaluable tools teachers can use to guide further instruction in both the short and long term. Both formal and informal formative assessments identify the learning needs of students, shape learning, and prepare students for summative assessments. These formative assessments will be given informally each week through homeworks and more formally every five weeks through common formative assessments. The data yielded by formative assessment should frequently be communicated to the student, as well as that student's parents and support staff.

Summative Assessment: Summative Assessments measure the content mastery after an extended teaching unit or after a progression of lessons has been delivered and reviewed. International Baccalaureate students, depending on the course, will be asked to submit such summative assessments, in the form of presentations, extended essays, paper tests, presentations, and projects, at various points throughout their International Baccalaureate experience. These summative assessments will be given at the end of each quarter and will mimic the final IB assessments given each May. Teachers will not only prepare students to be masters of content, but will also work to familiarize students with the rubrics and measures which guide the various summative assessments they will be asked to submit as part of the International Baccalaureate Diploma Programme.

Homework: Homework provides students with opportunities to extend their learning, prepare for future class activities, reinforce skills, review content material, and work on long term projects. Homework reinforces and encourages good study habits as well as teaches the student how to budget time and develop personal accountability. Teachers will communicate their practices concerning homework to students and parents. Students are responsible for obtaining and completing assignments when absent. Homework assignments are available on the Parent Portal and/or teachers' websites. We know that students work at different rates as they complete assignments; however, if a student consistently works for more than three hours or less than one hour, the parent is encouraged to contact the teacher. The goal is to make homework a positive support for student achievement. Some assignments are long range in nature and require planned study time for their completion. Planned study eliminates the necessity of spending too much time in completing an assignment the day before it is due. At Westbury High School, students are strongly encouraged to read at least 45 minutes a day. As a parent you can help your child achieve this goal by monitoring and encouraging him or her. The purpose of homework is:

1. To provide meaningful and challenging activities for students.
2. To help children develop independence, responsibility, self-discipline, and organizational and time- management skills.
3. To give students an opportunity to review and practice what was done in class.

Internal Assessment: Internal Assessments are required assignments that students complete during 11th and 12th grade. These assignments are based on the content, skills and conceptual understandings students gain through International Baccalaureate coursework in each content area. Internal Assessments are graded by the content

teachers based on the rubrics composed by International Baccalaureate. Once the assignments are graded, they are submitted to the International Baccalaureate Organization. In this way, the International Baccalaureate Organization can ensure that assessment results are consistent throughout the worldwide network of International Baccalaureate schools. International Baccalaureate Internal Assessments consist of oral presentations, science lab reports, math portfolios, and other major projects. Teachers may use Internal Assessments for use as a school grade as well as a contributing factor for the overall International Baccalaureate grade for that subject.

External Assessment:

Westbury High School students enrolled in International Baccalaureate courses will also take applicable New York State Regents Examinations which take place throughout their high school experience. New York State Regents demonstrate minimal skills competencies within the core content areas that ultimately lead to a New York State Regents Diploma. International Baccalaureate assessments are mandatory external assessments that are administered during the May testing session and submitted to International Baccalaureate examiners for evaluation. International Baccalaureate exams are offered only on assigned test dates, no alternative dates will be offered.

International Baccalaureate anticipated candidates (Juniors) and Diploma Programme candidates (Seniors) are registered by the International Baccalaureate Diploma Programme Coordinator and will take their external assessments in May. Once the scores have been finalized calculating the external and internal assessments, the International Baccalaureate Organization will determine a final score.

International Baccalaureate assessment rubric in accordance with Westbury High School Grading scale:

7-Excellent	(92-100)
6-Very Good	(83-91)
5-Good	(74- 82)
4-Satisfactory (Passing)	(65-73)
3-Mediocre	(56-64)
2-Poor	(47-55)
1-Very Poor	(<47)

Students who receive an accumulation of 24 or more points in their six International Baccalaureate subject areas (following the International Baccalaureate prescribed combination of SL and HL courses) and complete the core (Theory of Knowledge, Extended Essay and Creativity, Activity Service) will receive the International Baccalaureate Diploma. Please note all students who complete the International Baccalaureate Programme coursework will receive their traditional diploma at the end of their senior year regardless of whether they receive their International Baccalaureate Diploma Programme diploma or not.

Marking

Within the high school as a whole, summative assessments are generally criterion

referenced unless an outside organization, such as the AP/College Board, is responsible for reviewing and scoring the exam as norm-referenced. Grading and assigning of marks for student work on criterion-referenced assessments developed by classroom teachers are guided by school and state curriculum standards but are determined by classroom teachers. Classroom teachers, employing a holistic review of individual student performance, have the authority to scale or adjust grade scores as appropriate, assuming this is done equitably, within a reasonable measure, and in the best interest of the students.

Classroom teachers are responsible for the development, implementation, administration, proctoring, collecting, maintaining, reviewing, recording, and reporting of summative assessments that are utilized to determine course marking period grades during the school year. This process is aided by the use of learning management systems (Infinite Campus and Google Classroom). Grading and assigning of marks for student work on formal criterion-referenced assessments that are developed by outside organizations are provided by these organizations in writing in advance of the review and analysis of student work. The state education department and other educational organizations are responsible for the development and distribution of summative assessments within their purview. The building administration and other building staff are responsible for the administration, proctoring, collecting and maintaining of the assessments. Some of these assessments may be additionally reviewed, recorded, and reported at the local level by the faculty and school while others require outside review, recording, and reporting of scores.

Within the International Baccalaureate program, teachers employ criterion-referenced rubrics to assess student work, especially when introducing formative assessments to prepare for International Baccalaureate Diploma course assessment components. International Baccalaureate faculty members meet during weekly Professional Learning community time to discuss curricular and assessment matters as well as individual student progress. Faculty members discuss the timing of summative assessments and significant formative assessments in an attempt to create a balanced schedule for students. Teachers coordinate their assessments and make adjustments using an Internal Assessment Calendar that is published on the learning management system and is distributed to parents and the community. The calendar is reviewed annually and is updated throughout the year in response to curricular changes as well as student feedback.

Standardization of student assessment

In the case of internal assessments of International Baccalaureate course components where more than one teacher is involved in the marking process, the teachers involved are required to meet and compare student marks to standardize the scoring on a school-wide basis. In addition, each year the school district makes an inquiry upon results and orders copies of student exam work that has been submitted for International Baccalaureate external assessment components. These exam results are used to assess not only achievement of course goals and objectives, but also to assist teachers in understanding how examiners apply rubrics to mark student work. Teachers

meet collaboratively, during Professional Learning Community time or after school, to review the results, so as to calibrate their use of the International Baccalaureate scoring rubrics and to deepen understanding of the performance criteria.

Students must take International Baccalaureate assessments in six core content areas:

- Group 1: Studies in Language and Literature
- Group 2: Language Acquisition
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts or another Group 2-4

Additional Diploma Programme Requirements:

- Extended Essay (EE): Students will begin drafting their extended essay in their junior year and will continue working on their essay until it is finished in their senior year. The final essay is a 4000 word independent research-based essay. Students are required to complete a digital log of assisted or supervised library hours signed by both the parent/guardian and library personnel.
- Theory of Knowledge (TOK): Course that begins junior year and continues senior year. The course ends with External Assessment: TOK Essay with yearly prescribed titles and the Internal Assessment: TOK Presentation.
- Creativity, Activity, and Service (CAS): 18 month service project, meeting 8 learning outcomes with a required 100 hour time commitment evidenced by documentation and reflections as described in the CAS handbook. While no grade is given for CAS, completion of the CAS is a requirement to earn the International Baccalaureate Diploma.

International Baccalaureate Diploma Programme Requirements

Diploma Requirement	Criteria
3 SL & 3 HL subjects	Minimum score of 24 points overall Minimum of 12 points earned on HL exams Minimum of 9 points earned on SL exams
Theory of Knowledge	Prescribed Title Essay & Exhibition Grades earned A (highest) to E (lowest)
Extended Essay	4000 word essay Grades earned: A (highest) to E (lowest)
Creative, Action, & Service	18 months of documented activity

Students must receive a grade of at least D in both Theory of Knowledge and Extended Essay to receive the International Baccalaureate Diploma. If a student earns less than 24 points, receives a score of 1 on any HL subject, or receives two or more scores of 2 in any subject or level, they cannot earn the International Baccalaureate Diploma.

Assessment practices for recording and reporting data

Teachers are responsible for administering and implementing formative assessments during lessons. They are also responsible for recording and reporting formal grades from assignments, quizzes, exams, essays, lab reports, presentations and performances. Teachers provide student feedback with written scores and ratings. Teachers are expected to record and report these grades to their electronic gradebook for record keeping purposes on a weekly or bi-weekly basis. Through an online access portal to the electronic gradebook, parents and students can monitor grades in an ongoing fashion rather than solely at the end of a marking period. Teachers are required to assign formal grades during four distinct marking periods during the school year. Grades are posted on the online “parent portal” for view or are printed and mailed home for review. At halfway points during these marking periods, teachers are also required to provide “progress reports”, about student academic progress, oral participation, learning attitude and classroom behavior. Teachers may also provide a mid-year exam and final exam for assessment purposes. Parents are provided with opportunities to meet with teachers three times annually during evening hours. Furthermore, if these times are not convenient, parents can make an appointment with any of the teachers at a time that is mutually agreed on.

Assessment Responsibilities

Student Responsibilities

- Students must complete all applicable coursework for all International Baccalaureate Diploma Programme courses, TOK, CAS and EE.
- Students must complete all external and Internal assessments, as well as the EE and CAS project.
- Students will prepare for International Baccalaureate external and Internal assessments through a variety of learning activities and formative assessments.
- Students will meet prescribed deadlines for proposals, drafts, and assessments based on the calendar published on the school website and in each course syllabus.
- Students will meet regularly with CAS and EE Advisors to assess progress towards the completion of the extended essay and CAS project.
- Assessment of student growth and development will be made available to parents via parent portal, the infinite campus gradebook, and Turnitin.
- Students will actively seek assistance from teachers, peers, and advisors so as to develop good study skills in preparation for summative assessments.
- Students will earn grades no lower than a 65% in a given subject in order to be eligible to take the International Baccalaureate exams associated with that subject .
- Students will adhere to Westbury High School’s Academic Integrity and Honesty

policy.

- Students will reflect on assessments in order to determine opportunities for future growth and development.
- Students will attend International Baccalaureate informational sessions, along with parents, stakeholders, and teachers in order to discuss assessment expectations and plan for success.

Teacher Responsibilities

- Teachers will provide students with an International Baccalaureate Assessment Calendar and guide students through completion of course expectations.
- Teachers will submit paperwork to the International Baccalaureate Diploma Programme Coordinator in a timely manner and before prescribed deadlines
- Teachers will meet with other International Baccalaureate teachers, the Diploma Programme Coordinator, CAS and EE Advisors, as well as Guidance personnel to discuss assessment data.
- Teachers will develop assessments that embrace the International Baccalaureate Diploma Programme learner Profiles.
- The TOK teacher should support concurrency of learning.
- Teachers will keep grades current and available for perusal via the infinite campus parent portal.

DP Coordinator Responsibilities

- It is the responsibility of the International Baccalaureate Diploma Programme Coordinator to provide teachers with preparation materials.
- The International Baccalaureate Diploma Programme Coordinator will research training opportunities for current and future International Baccalaureate teachers.
- The International Baccalaureate Diploma Programme Coordinator will work to educate teachers as to how to interpret assessment data.
- The International Baccalaureate Diploma Programme Coordinator will work with EE and CAS Advisors to guide students through those International Baccalaureate experiences.
- The International Baccalaureate Diploma Programme Coordinator will continue to update school policy so that it is reflective of the International Baccalaureate Mission and Vision.
- The International Baccalaureate Diploma Programme Coordinator will observe instruction and look to see how teachers value the International Baccalaureate Learner Profiles.
- The International Baccalaureate Diploma Programme Coordinator will secure time and resources so that teachers can develop interdisciplinary instructional practices that promote concurrency of learning.
- The International Baccalaureate Diploma Programme Coordinator will register juniors and seniors for International Baccalaureate examinations.
- The International Baccalaureate Diploma Programme Coordinator will report back to the International Baccalaureate cohort on any changes to International Baccalaureate curriculum, assessment, and best practices.

- The International Baccalaureate Diploma Programme Coordinator, with help and feedback from teachers, and admin, will develop an examination schedule for External and Internal exams.
- The International Baccalaureate Diploma Programme Coordinator should look to prioritize an assessment perspective that values growth along the International Baccalaureate learning outcomes.
- The International Baccalaureate Diploma Programme Coordinator will ensure that CAS and EE teachers have enough time to develop and execute their respective International Baccalaureate experiences and that applicable assessments are sent to the International Baccalaureate Organization on time.

Assessment practices- Accommodations

Westbury High School, in accordance with International Baccalaureate policies, “Believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a student with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of skill and knowledge attainment, special arrangements may be authorized. Such arrangements follow the principles and guidance of the International Baccalaureate Diploma Programme as set forth in the International Baccalaureate document entitled, “Candidates with Special Assessment Needs” (May 2018). The excerpt from the document to special assessment needs appears here:

Article 21: Definition of special needs

A special need is any permanent or temporary diagnosed need that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate skills and knowledge adequately.

Article 22: Applicable procedure

22.1 Before candidates enroll in the Diploma Programme, the school is responsible for verifying whether the program includes any requirements that are incompatible with any known diagnosed special needs.

22.2 Special needs must be reported by the candidate or his/her legal guardian to the school’s Diploma Programme coordinator when the candidate enrolls in the program, with appropriate professional documentation. Temporary special needs, resulting from illness or accidents, should be reported to the Diploma Programme coordinator as soon as possible after they arise, together with supporting professional documentation and other relevant information.

22.3 If a Candidate with special needs requires special assessment arrangements, the Diploma Programme coordinator must request the arrangements according to procedures stated in the current handbook. Special assessments arrangements can only be authorized by the International Baccalaureate Organization.

ENL students may need additional support with International Baccalaureate assessments. Appropriate support will be determined through collaboration between the subject area teacher, the International Baccalaureate coordinator, and the ENL teacher of record. For additional information, please refer to the Westbury High School International Baccalaureate language policy.

Links to other written policies:

☰ Language Policy

The Westbury High School International Baccalaureate Diploma Programme admissions policy is supported by the wide range of language offerings we provide to support language acquisition and mother tongues. We seek to offer Language B courses to allow the broadest range of students to participate in the International Baccalaureate Diploma Programme. We strive to support and include students who are studying English as a new language and the principles that will support our ability to provide support and encouragement to these students.

☰ Admissions Policy

Students are required to successfully complete assessments in order to proceed to subsequent academic courses. Although Westbury High School maintains an open enrollment policy for students who are interested and motivated, students that do not complete prerequisite course requirements are not permitted to enroll in International Baccalaureate Diploma Programme courses or to undertake the International Baccalaureate diploma. Faculty and guidance counselors utilize assessments when making recommendations for future course selections for students. They are also considered when analyzing and determining recommendations for admittance into the International Baccalaureate Diploma Programme and individual diploma course enrollment.

☰ Academic Honesty and Integrity Policy

Westbury High School's Academic Honesty Integrity policy is reviewed with all students before entering the diploma program. Students are informed that in all International Baccalaureate courses their work will be reviewed for originality and analyzed for copied, unreferenced, or improperly cited material in order to educate students about plagiarism and prevent academic misconduct or malpractice.

☰ Inclusion Policy

Since Westbury High Schools admissions policy is an open enrollment policy, we support the inclusion of all students regardless of special education status. Prospective International Baccalaureate Diploma Programme candidates with learning disabilities or physical impairments are informed about their rights with regards to accommodations and modifications. They will be provided with testing and other assessment modifications as outlined in their individualized Education Plans (IEP) or 504 plans. If

the International Baccalaureate Organization (IBO) allows for similar accommodations during summative examinations, the students will be provided with them, after formal approval is sought and received. All accommodations provided when special needs students take International Baccalaureate exams are based on the approved procedures and practices of the International Baccalaureate Organization, which may differ to some extent from the assessment modifications outlined in the students local IEP and 504 Plan.

Assessment Policy Review Process:

This policy is a living, breathing document. It has been created using International Baccalaureate support materials, models graciously shared from other International Baccalaureate World Schools, as well as Westbury High School district data and input from stakeholders in the International Baccalaureate learning community. It is an ongoing process that will be systematically reviewed, evaluated and modified as needed by the International Baccalaureate Diploma Programme faculty, coordinators and administrators.

* Last Updated & Reviewed 05/2024