



ASSESSMENT POLICY

Updated: April 2025



At North Middle School and William J. Palmer High School, assessment is integral to the teaching and learning process and reflects our commitment to the IB mission of developing inquiring, knowledgeable, and caring young people. Assessment is used to support and guide student learning, promote reflection and self-awareness, measure student achievement against clear, published criteria, and inform curriculum planning and teaching practices.

Assessment

Assessment is criterion-referenced and designed to empower students as partners in their learning. Our practices in the MYP, DP, and CP courses support continuous growth and prepare students for formal IB assessments in the DP and CP.

Teachers at Palmer are expected to use formative and summative assessments that:

- Use IB-published rubrics or locally adapted versions based on official criteria.
- Share rubrics and success criteria before assessments.
- Provide feedback that is timely, specific, and aligned with IB expectations.
- Maintain records of student achievement using electronic grading systems in compliance with district and IB protocols.
- Participate in standardization of assessment to ensure reliability.
- Incorporate opportunities for peer assessment, reflection, and student goal-setting.

Formative Assessment <i>Assessment for Learning</i>	Summative Assessment <i>Assessment of Learning</i>
Formative assessment is ongoing, varied, and reflective. It helps students identify their strengths and areas for growth. Teachers use formative assessment data to inform instruction, provide timely feedback, and support student metacognition.	Summative assessments measure mastery of course objectives at the end of units or modules. These are aligned with official IB criteria and provide valid evidence of student achievement. In the DP and CP, this includes both internally assessed (IA) and externally moderated components.

In most subjects, assessments are teacher-designed and aligned with IB subject guide criteria and learning outcomes. Teachers collaborate within their departments and subject teams to develop common assessments that ensure consistency, reliability, and fairness across multiple sections of the same course. These common assessments support internal standardization and help build a shared understanding of performance expectations.

All assessment must reflect the learner’s own work. Academic integrity is a cornerstone of IB values. Students must submit original work, properly cite all sources, including content generated using artificial intelligence (AI), and understand what constitutes academic misconduct (e.g., plagiarism, unauthorized AI use, collusion, falsification). See the Academic Integrity Policy for additional guidance.

AI tools may be used for idea generation or drafting only when explicitly approved by the teacher and must be cited. Work suspected of not being the student's own cannot be submitted to IB for assessment.

Grading

Course Grades are local letter grades that include both formative and summative evidence and appear on transcripts.

In addition to local letter grades, IB Grades are reported quarterly to reflect progress against IB standards. IB Grades are reported on a scale of 1-8 in the Middle Years Programme and 1-7 for Diploma, Career-related, and Course candidates. These grades do not impact GPA or class rank.

Feedback is given in multiple forms: rubric-based, annotated, oral, and holistic summaries. Grades are reported to students and parents via report cards, teacher conferences, and access to course-specific documentation.

Teachers are required to update their grades on Powerschool every two weeks. They align their grading practices and procedures, and the IB rubrics, to a letter grade conversion.

Semesterly final cumulative exams are required to make up 20% of the student's semester grade.