

Dobbs Ferry High School International Baccalaureate Program Assessment Policy

Mission Statement:

The Dobbs Ferry School District strives to develop independent, curious, and open-minded learners who think critically, work collaboratively, act ethically and are knowledgeable about the world around them.

Statement of the Assessment Philosophy

The Dobbs Ferry High School community of administrators, teachers, students and parents believes that effective assessment is to acknowledge what students know, understand and are able to do. Assessments should be both formative and summative, and reflect the authentic tasks. All students enrolled in classes are required to take the corresponding world/state/local assessment at the end of the course. As an IB World School, Dobbs Ferry High School stakeholders recognize the importance of criterion-related assessment as a way to measure and inform teaching and learning. Criterion-related assessment assesses students' work in relation to specific, identified criteria. All students are required to take the corresponding IB exam, New York State or local assessment at the end of a course.

Principles That Underpin All Assessment Practices

Dobbs Ferry High School assesses students in order to:

- Enhance student learning
- Monitor and evaluate student progress towards meeting course and IB Diploma Program standards
- Provide feedback to students, parents and stakeholders
- Gather evidence to support teacher reflection on teacher effectiveness
- Inform curriculum review and instruction

Formative and Summative Assessment Practices

All teachers and students engage in formative assessment activities throughout the school year to monitor for student progress and support student improvement in every course. Additionally, IB teachers analyze their assessments and data to align their curriculum and grading with IB standards. This is done with the coordination of the IB Coordinator and Administrator on an

ongoing basis.

Formative assessment includes but is not limited to

- Ongoing classroom quizzes, oral presentations, homework, etc.
- Use of presentation rubrics and teacher collaborated IB-based rubrics across grades and subjects
- Regular teacher collaboration to develop benchmarks and timely assessments based on IB rubrics that inform their instruction and student learning.

Summative assessments measure student knowledge and achievement at the end of units and courses of study. Summative assessment includes

- IB-specific subject group modeled assessments (midterms and finals) that are common among subject areas
- IB- specific subject group internal and external assessments

Teachers are available to meet with students individually and/or in small groups during “T-Periods” to address their academic needs. Additional academic supports are available for students whose performance data suggests that they are struggling. The goal is to ensure that students are provided as many opportunities as possible to demonstrate their knowledge and experience success. Dobbs Ferry High School strives to identify struggling students early and implement intervention services and strategies through the MTSS process.

IB Programme Assessment Criteria

In line with IB philosophy, student work is assessed against pre-defined criteria. Teachers collaborate regularly to develop common assessments and rubrics based on IB standards for their grade and subject. This ensures that expectations for student performance are consistent across the curriculum. For each assessment, teachers use the specific IB subject-group assessment criteria and rubrics to determine student achievement levels. These levels reflect a student's ability to demonstrate understanding and skills related to the course objectives.

Dobbs Ferry High School maintains a dual system that both adheres to IB assessment principles and satisfies New York State assessment and reporting requirements. The numerical and alpha grades recorded in the grade portal and on report cards are derived from various formative and summative assessments. These numerical grades are used to calculate a student’s Grade Point

Average (GPA) for their official transcript. This allows DFHS to meet both IB's standards-based assessment philosophy and New York State's numerical grading and GPA requirements.

Diploma Programme Internal Assessments

To ensure consistent and accurate application of IB assessment criteria, DP teachers in the same subject group engage in standardization practices. Before assessing a new Internal Assessment (IA) task, teachers meet to review the IB subject guide's criteria, examiner reports, and sample student work provided by the IB. They collaboratively mark current student samples to align their understanding and application of the marking criteria. This process is supported by the IB Coordinator and helps ensure all students are assessed by the same standard. After teachers have completed their initial marking of student IAs, a quality check is performed to confirm the accuracy of the marks before they are submitted to the IB.

Recording and Reporting Assessments

Parents are consistently informed about assessments and procedures for assessments. Some common practices in recording and reporting student achievement related to MYP criteria include:

- Back To School Night Presentations
- 8th Grade Parent Orientation
- IB DP Parent Night
- Parent Teacher Conferences
- Teacher emails, phone calls and meetings
- Board of Education Meetings
- Online Parent Portal provides 24 hour access to assessment grades
- Google Classroom Guardian Summaries
- Student of the Month Recognition
- At the midpoint of each marking period, each family receives an official electronic report of the students' progress, that consists of teacher generated comments.
- At the end of each marking period, an official electronic report is posted which provides student academic performance data, attendance and punctuality data, and behavioral data.
- Comments aligned to the IB Learner Profile are also available for teachers to post on report cards.

Grading and Marking Practices

Through the use of an electronic portal, grade books are maintained and available to students and

Assessment Policy Updated
November 2025
September 2025
December 2023
October 2021

parents electronically throughout the year. At the midpoint of each quarter, each student (and parent) receives a report of his or her progress including, where applicable, IB-based score comments. Updates on student progress are always available via the Parent Portal online.

At the end of each quarter, a report is posted which provides student academic performance data, attendance and punctuality data, and behavioral data. Where applicable, corresponding IB-aligned performance levels are noted on report cards. Comments aligned to the IB Learner Profile are also available for teachers to post on report cards.

Dobbs Ferry High School uses a weighted grading system that more accurately depicts the overall rigor of a student's course of study. Grade Point Averages are weighted using a 1.05/1.10 scale. Please refer to the scale below for the specific conversions. Course grades are not altered based on the weight of a course; instead, the weight is reflected in a student's final Grade Point Average. Grades are not weighted retroactively. The grade scale is clearly explained on the student transcript as well as our high school profile.

Grade Calculation

The grading formula will be based on four quarters, with each quarter being weighted as 25%. Please note that all classes that end with a Regents will use the exam score as 25% of the final quarter 4 average.

Grade Weighting

1.05 Scale: All IB SL courses (excluding IB English SL and IB Math Applications SL), Honors Courses, and Science Research (Year 2)

1.10 Scale: All IB HL courses, IB Extended Essay (applicable semesters), AP Courses, Science Research (Year 3), and TOK.

Unweighted			Weighted	
Grade	Grade Range	GPA	Weighted GPA for SL Courses (1.05)	Weighted GPA for HL/AP/TOK Courses (1.10)
A+	98-100	4.50	4.72	4.95
A	93-97	4.17	4.37	4.58
A-	90-92	3.84	4.03	4.22
B+	87-89	3.50	3.67	3.85
B	83-86	3.17	3.32	3.48
B-	80-82	2.84	2.98	3.12
C+	77-79	2.50	2.62	2.75
C	73-76	2.17	2.27	2.38
C-	70-72	1.84	1.93	2.02
D+	67-69	1.50	1.57	1.65
D	65-66	1.17	1.22	1.28
F	Below 65	0.00	0.00	0.00

Homework

Homework is used as a tool for practicing and reinforcing the learning objectives from the respective day's lesson and as preparation for subsequent lessons. It is intended to be challenging for the student with feedback given in a timely fashion. Differentiated homework options based on the individual learning styles and readiness levels of each student are given. Homework provides an excellent opportunity for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student.

Students with Special Assessment Needs

Dobbs Ferry High School and the International Baccalaureate Organization share the belief that every student can learn and that every student should be provided with those creative thinking and learning skills that will empower each to reach his or her individual potential, to respect and value themselves and others and to become life-long learners.

As outlined in the district's Special Needs Policy

Assessment Policy Updated
November 2025
September 2025
December 2023
October 2021

- The classroom teacher in conjunction with the special education case manager and/or co-teacher will familiarize him/herself with the nature and needs of his/her students' special needs by utilizing school and IB Online Curriculum Center resources and will implement the students' 504 Plans or IEPs.
- The classroom teacher will use differentiation and provide accommodations in conjunction with the special education case manager and/or co-teacher as required to facilitate student success and as outlined in the students' 504 Plans or IEPs.

English Language Learners

As outlined in the New York State Commissioner's Regulations Part 154 and the school's Language Policy, students who are identified as English Language Learners or Former English Language Learners

- Will receive accommodations of time, translations or translating glossaries, and separate location as appropriate for New York State and classroom assessments.
- Will receive comprehensible input through materials prepared by teachers, in conjunction with the ELL Coordinator and IB Coordinator who will familiarize themselves with the needs of the ELLs in their classes to use differentiation and accommodations.
- Will have access to a translating dictionary for IB Group 3, 4, 5, and 6 assessments.

Rights and Responsibilities

To ensure a fair, effective, and transparent assessment process, all members of our school community have defined rights and responsibilities.

Students

- **Rights:**
 - To receive timely and constructive feedback.
 - To understand the criteria by which they will be assessed.
 - To be provided multiple opportunities to demonstrate their knowledge.
 - To receive academic support when needed through T-Periods or other interventions.
 - Students with 504 plans, IEPs, or status as English Language Learners have the right to receive all mandated accommodations.
- **Responsibilities:**
 - To complete and submit assessments on time.
 - To actively participate in the learning process.

- To seek help when needed.
- To act with academic integrity.
- To utilize feedback for improvement.

Teachers

- **Rights:**
 - To receive support and coordination from the IB Coordinator and administrations.
 - To have opportunities for professional collaboration to develop and refine assessments.
- **Responsibilities:**
 - To design and implement varied formative and summative assessments.
 - To provide clear assessment criteria using IB-based rubrics.
 - To give timely and constructive feedback
 - To maintain an updated electronic gradebook.
 - To communicate with students and parents about progress.
 - To implement all accommodations as required by students' 504 plans or IEPs.

Parents/Guardians

- **Rights:**
 - To be informed about assessment procedures and student progress through regular reports and 24-hour access to the online parent portal.
 - To attend conferences and school events to discuss student achievement.
- **Responsibilities:**
 - To support their child's learning at home.
 - To monitor their child's progress using the online portal and other school communications.
 - To communicate with teachers about any concerns.

Accountability and Review

Teachers collaborate regularly to develop benchmarks and timely assessments based on both MYP/DP criteria and state standards. These assessments both inform instruction and monitor student learning. Additionally, teachers analyze their assessment data in order to clearly align curriculum with both MYP, DP and NYS standards.

All stakeholders Policy will review the Assessment Policy on a bi-annual basis: teachers, students, parents and administration.

Assessment Policy Updated
November 2025
September 2025
December 2023
October 2021

Resources

Dobbs Ferry High School Course Selection Book

Dobbs Ferry High School IB Handbook

Dobbs Ferry High School Student Handbook

Dobbs Ferry High School Faculty Handbook

Dobbs Ferry High School Special Needs Policy

Dobbs Ferry High School Language Policy

International Baccalaureate Organization *Academic honesty in the educational context 2014*

International Baccalaureate Organization *Programme Standards and Practice (Updated November 2024)*

International Baccalaureate Organization *Guidelines for developing a school assessment policy in the diploma programme 2010*

Assessment Policy Updated
November 2025
September 2025
December 2023
October 2021