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Rev. 2024

626 IB ASSESSMENT POLICY

I. PURPOSE

The purpose of this policy is to define assessment practices in the South St. Paul IB Program.

II. DEFINITIONS

These definitions are given by the International Baccalaureate organization.

A. Summative assessment

The culmination of the teaching and learning process, and measures achievement of learning goals. A summative assessment can assess several elements simultaneously and provide a wealth of information to document achievement. It measures student understanding of the central ideas well as several curriculum objectives.

B. Formative assessment

The process of gathering information during instruction and provides information that is used to target needs of individual students. Formative assessment aims to promote learning by giving regular and specific feedback. Information provided to students during the learning process promotes reflection, and allows them to recognize the criteria for success.

C. Evaluation is the process of assigning a value to the quality of student work based on identified criteria to represent the level of achievement.

D. Achievement level: The level given when student work reflects the corresponding descriptor. Achievement levels are shown in the left-hand column of the assessment criteria.

E. Assessment criteria: Criteria against which a student's performance is measured as evidenced by work produced. Subject guides provide assessment criteria to be used for final assessment for each subject group, and for the personal project.

F. Assessment rubric: A matrix used to assess a student's performance according to specific criteria. Rubrics consist of a fixed number of levels and specific descriptors of performance for each level.

G. Assessment task: A teacher-designed assignment used to measure student success with meeting objectives. The task will generate work that can be assessed using previously agreed assessment criteria.

H. Descriptors: These describe the achievement levels that are assessed within each criterion.

- I. Internal assessment: The assessment of a student's work that is carried out by the student's teacher and moderated by the IB.
- J. External assessment: The assessment of a student's work that is submitted directly to the IB for scoring

III. ASSESSMENT RIGHTS AND RESPONSIBILITIES

- A. Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- B. Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- C. Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- D. Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- E. Both learning outcomes and the learning process are assessed.
- F. Assessment design is both backward and forward looking.

IV. IB DIPLOMA PROGRAM SCORES AND COURSE GRADES

- A. In IB Diploma Program courses (grades 11-12), students are asked to demonstrate learning through formal, IB-required assessments that result in final IB marks ranging from 1 (low) to 7 (high). Students are notified of their final, official IB score for each course in mid-July after the year they complete the course; they are assigned log-on IDs and passwords to access their IB scores online over the summer. Official scores for each IB course are sent to the college or university designated by the student at the time of final testing for the course. Students may later contact IB to request that score reports be sent to additional colleges/universities. In addition to official IB scores, students are also assessed in other ways throughout their coursework and receive class grades reported in accordance with South St. Paul Secondary policies. trimester grades become part of the students' transcripts that are reported to colleges, employers, and others. The grade each student earns in a particular IB class is not directly tied to the scores earned on formal IB assessments but is reflective of work completed in preparation for those assessments.
- B. Internal assessments are pieces of student work that are evaluated by their content teacher who gives the assessment a score which may then be moderated by external examiners to ensure international parity aligned to the IB assessment criteria in that subject area. Examples of internal assessments include oral examinations in Group 1 (Language A-English Literature) and Group 2 (Language B-World Languages), projects and portfolios in Group 5 (Mathematics), presentations in Theory of Knowledge, practical laboratory work in Group 4 (Science), artistic

performances and presentations in Group 6 (Arts), and more. Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.

- C. External assessments also enable students to show their work over time and outside of the restrictions of the examination environment. Similar to internal assessments, external assessments are evaluated according to the established subject area criteria. External assessments are not evaluated by the subject area teacher, however, but are marked externally by IB examiners.
- D. Subject area examinations are administered in May each year. Examinations occur under strictly controlled conditions and often over a two day period for each subject area (the afternoon and the following morning). The examination papers consist of a variety of assessment vehicles including short answer, essay, data-analysis, open-ended problem solving, case studies, commentaries and multiple choice. In order to sit for the examinations, students must complete all required internal and external assessments for the subject area. Examinations are mailed, within 24 hours following the examination, to external examiners around the world for assessment. Examination marks are then combined with marks earned on the internal and external assessments to create the final subject grade.
- E. The IB Diploma Program Coordinator guides the process of recording IBO Internal Assessments. Through collaboration with the IB Diploma Program teachers, an Internal Assessment Calendar is developed in order to balance the workload and the due dates of the various Internal Assessments. When Internal Assessments for subjects are complete, the scores are given to the IB Diploma Program Coordinator so that they can be entered into IBIS (IB Information System). Once scores are entered a sample of student work is generated to be sent to an IBO moderator.
- F. Students are able to access their final results beginning on July 6th each year. The IB Diploma Program Coordinator will provide each student with the necessary information so that students can access their results on the IBO website.
- G. Subject area teachers will be sent a copy of the holistic results as well as the component results each year. Teachers will then analyze the results in terms of comparing scores with the predicted grades and analyzing component results to help make data driven decisions in terms of the delivery of the curriculum.

V. RELATED POLICIES

- A. 601 School District Curriculum Instructional Goals
- B. 613 Graduation Requirements
- C. 618 Assessment of Standard Achievement
- D. 619 Staff Development