



DeLand High School International Baccalaureate Programme

Assessment Policy

Introduction/Philosophy

The primary purpose of assessment at DeLand High School is to support and improve student learning with the understanding that all students have different learning styles, experiences and abilities. This purpose is supportive of our school mission statement ... “to develop and administer programs that help all students reach their potential.” We believe assessment and evaluation of student learning must be equitable to all students (regardless of learning style, cultural background, or socio-economic status), be varied in nature, and allow students to demonstrate the full range of their learning. Students will understand the assessment criteria before beginning coursework and assessments will be designed to be both genuine and meaningful. The goal is to move all students to academic success by using formative assessments in preparation for final summative assessments.

Reasons for Assessment and Evaluation

DeLand High School assesses students both formatively and summatively for a variety of reasons:

- To provide feedback and support to students for their own learning
- To provide feedback to students about how they are performing against the criteria outlined by the school/IB
- To provide feedback to teachers about knowledge, understanding and/or skill development
- To provide a grade for reporting understanding and progress to parents/guardians
- To provide a quality assurance mechanism (both for internal and external reasons)

Methods of Assessment

DeLand High School follows the Volusia County Schools Secondary Grading Guidelines and district grading scale: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F. Grades are updated regularly in an online grade book to provide students and parents with current feedback about performance.

In accordance with Volusia County Schools grading guidelines (see attached) assessments are defined and used in the following ways:

- Diagnostic assessments are not used to evaluate a student; they are used to gather evidence of a student’s knowledge, skills and understanding prior to instruction.

- Formative measurements involve ongoing assessments and grading feedback for the purpose of instructional decision-making. Formative assessments can comprise up to 40% of a student's over all grade.
- Summative assessments measure what has been learned by the student and will include in class genuine teacher designed assessments reflecting IB assessments as well as the actual IB prescribed internal and external assessments of each class. Summative assessments can comprise up to 60% of student's overall grade.

Additionally, proficiency on any given summative is defined as 70%. When students do not reach the proficiency level, teachers and students reflect to assess why learning did not take place and develop instructional interventions and/or remediation to help the student achieve proficiency. Teachers of like subjects work together in PLCs (professional learning communities) to develop lessons, determine what various levels of performance look like for each subject, and determine how to intervene when student data falls below expected levels. Grading of in-class IB assessments will be scaled appropriately into class grades to truly reflect students' mastery of the content and process in relation to accepted IB criteria and requirements.

The type of assessment chosen for each category (diagnostic, formative and summative) is tied to learning outcomes and governed by decisions about its purpose, validity and relevance. Teachers provide a wide array of assessment types as a means of differentiating for the various interest, ability and readiness levels of students. Assessments include, but are not limited to: class discussions, Socratic seminars, data and/or document based question, essays, experimental investigations, fieldwork, group and individual oral presentations, historical investigations, individual oral commentaries, investigation workbooks, multimedia presentations, multiple-choice style quizzes and tests, portfolios, problem solving teams, projects, reflection logs, research papers, response journals, short and extended responses, sketchbooks, performances, and studio work.

Support for Student Assessment

DeLand High school teachers, after feedback from parents and students, have implemented an exam schedule that is utilized in all classes, across all the disciplines, to help students maintain balance between academic time and time for the pursuit of extracurricular activities. The schedule allows for no more than two summative assessments a day, with no summative assessments given on Monday. This testing schedule is published in all teacher classrooms and on the DeLand High School IB Programme website: www.delandib.weebly.com.

Earning the IB Diploma

Students pursuing the IB Diploma must take one course in each of the six academic groups: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Science, Mathematics, and the Arts OR an optional second course in any of the first 5 areas. At least 3 and not more than 4 of the subjects must be taken at a Higher Level. The remaining 2 or 3 subjects are taken at a Standard Level.

Students must take an external assessment (graded by IB) at the end of each Standard Level and Higher Level course. Each assessment is graded on a scale from 1 to 7, so students can earn a maximum of 42 points through tests. Up to 3 additional points may be awarded for combined performance in the two additional Diploma Program requirements: Theory of Knowledge and Extended Essay. This makes the

maximum total possible points for the Diploma Program 45. Students must earn a total of 24 points in order to earn an IB Diploma.

In addition to the specifics outlined above, candidates must also meet the following requirements:

- Complete 18 months of Creativity, Activity and Services experiences (CAS)
- Both the TOK paper and EE have been submitted and a grade of at least D has been earned on both of them
- There is no grade 1 on any subject exam
- There is no grade 2 on any Higher Level subject exam
- There is no more than one grade 2 on any Standard Level exam
- Overall, there are no more than three grades 3 or below
- At least 12 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 16 points at Higher Level)
- At least 9 points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least 6 points at Standard Level)
- The final award committee has not judged the candidate to be guilty of malpractice

Support for Earning the IB Diploma

These criteria are shared with parents, students, teachers, and the community at large via meetings with students at the end of the 10th grade year, in the fall of the junior year and again in the fall of the senior year. These criteria are also published on the DeLand High School IB Programme website at:

www.delandib.weebly.com.

Internal and External Assessments

IB assessments are criterion-referenced, not norm-referenced. Students must take an external assessment (graded by IB World) at the end of each Standard Level and Higher Level course. The specifics are outlined in the diploma requirements above. In addition, each course has an internal assessment that is monitored by IB. The format of the internal assessment varies by subject. Some are formal research papers while others are oral assessments or portfolios. Teachers grade internal assessments, and a sample set is sent to IB for moderation to ensure global consistency. The IB rubrics are used to grade all internal assessments.

Support for the Internal Assessment Process

By September of each school year an Internal Assessment Calendar is created by DP teachers. The teachers work collaboratively to ensure that students are managing the IA demands of multiple courses. The IA calendar is shared with teachers, students and parents on the DeLand High School IB Programme website: www.delandib.weebly.com.

Disability Access Statement

The DeLand High School IB Program accommodates students with special needs in classes and with assessment accommodations and/or modifications as specified on their Individual Education Plan (IEP) or 504 Plan while adhering to the guidelines set forth by IB. Some accommodations/modifications for formal examinations may need to be approved through a specified organization (ex. IB) prior to being administered.

Implementation, Evaluation and Review of the Assessment Policy

This policy was produced in a collaborative effort between teachers and administrators of DHS. This policy will be reviewed annually and reevaluated by a selected committee of teachers, parents, students and a designated administrator.

This policy is available to parents, students and teachers on the DeLand High School IB website. It is also shared at parent meetings, in student presentations (class meetings, registration, EE and CAS meetings, etc.), and with the staff at faculty meetings as well as being available in printed materials (Program of Studies, IB pamphlet, etc.).

- All teachers are trained and work together to implement the policy through ongoing IB meetings. They will work collaboratively to create meaningful and genuine assessment, use analysis of outcomes to inform instruction and provide timely feedback to all stakeholders
- All students will put forth maximum effort, adhere to established deadlines, and work to embody the learner profile and honor code to the best of their abilities.
- All parents will work to support their students in this endeavor and encourage them to uphold their integrity while fulfilling course and program obligations. In addition, parents will work with teachers to help ensure student success.
- The IB coordinator will ensure that students are aware of all policies for academic honesty and assessment and are held accountable for them. In addition, she/he will provide teachers will support in meeting IB assessment requirements as well as feedback from prior IB assessments to use to inform instruction.
- The administration will provide a schedule to teachers to facilitate the implementation of this assessment policy, support required training of teachers in the IB program and assessment and ensure that all stakeholders are aware of this policy and the related academic honesty policy and uphold them both.

References

DeLand High School would like to gratefully acknowledge fellow IB World schools Spruce Creek High School and Paxon School for Advanced Studies whose published IB Assessment Policies served in large part as a model for our own.