

Assessment Policy

International Baccalaureate at Bartow High School



Assessment Philosophy and Principles

The philosophy of our school is to develop an assessment process which enhances student learning. The process is to include the monitoring and evaluation of student progress towards meeting course and IB Diploma Program standards. We monitor and evaluate student progress toward meeting the school's established school-wide learning outcomes. We provide feedback to students, parents, and other stakeholders. We gather evidence to support teacher reflection on their instructional practices. Through this process we inform curriculum review and evaluate the suitability of courses. This philosophy includes the constant reflection to aid in the development of both short and long-term achievement goals for IB at Bartow High School.

- Assessment is the method utilized to determine the knowledge of our students.
 - Individual assessments range from informal conversations with students in classrooms to periodic written quizzes, tests, and essays to the IB exams in May each year.
 - While some of these assessments are considered summative assessments, they are designed to give a final mark indicating achievement in a course.
 - Other assessments may be used in a formative manner by teachers within our IB Programme.
 - We make adjustments to our instruction from minute to minute, day to day, month to month, and year to year based on the information quality assessments provide.
- We believe all students can learn and will achieve in every subject they study.
 - Assessments assist educators in determining student progress in such endeavors.
 - Varying those assessments ensure every student has multiple opportunities to demonstrate their capabilities and achievements.
 - It is essential students receive timely feedback to allow them to reflect and make adjustments to their knowledge before misconceptions are cemented.

Assessment Practices

- Assessments are standardized in the measurement of the quality of student work. Exceptions are made for students with learning disabilities.
- As a manner of reporting achievement to parents and students, teachers mark student work and record it in FOCUS, the online grade recording platform used by our school district.
 - At that point, every student and parent has log-in credentials which allow access to current progress at any time from any web browser.
 - Parents can arrange for email notifications of their children's grades.

- In the middle of each quarter, interim reports may be distributed per request. At the end of each quarter, paper report cards are issued.
- Twice a year, credits are awarded for classes which have been successfully completed at the end of the semester.
- Our school reports grades on a 0-100, A- F scale as required by the state of Florida.
 - At the top of the scale is A, with a percentage of scores from 90 to 100.
 - The grade of a B has a percentage of scores from 80 to 89. The grade of a C has a percentage of scores from 70 to 79.
 - The grade of D has a percentage of scores from 60 to 69. The grade of F has a percentage of scores below a 59 which results in credit not being awarded due to failing the course.
 - These grades are converted to a grade point scale that is used for class ranking.
 - The Polk County Student Progression Plan details the computation of grade point averages and class ranking for graduation.
 - It can be found at polk-fl.com.
- Classes assign homework to reinforce the material students learn in class.
 - Out-of-class assignments are meant to reinforce and extend classroom instruction while providing the instructor the opportunity to evaluate the student's acquisition of concepts independent of direct observation.
 - In addition to these assignments, students often complete work for the diploma outside of class (math projects and explorations, science lab reports, the extended essay and Theory of Knowledge paper, etc. .)

Understanding the use of our Diploma Programme assessment Criteria

All teachers are required to be familiar with the criteria and markschemes used by the IB in assessing both internally and externally assessed components of the diploma courses that they teach.

- Teachers learn IB requirements through IB teacher and moderator training workshops, IB Prepared course books, discussions on the Online Curriculum Center, vertical alignments with experienced colleagues in their academic departments, etc.
- This method of scoring is shared with the students and used on some of their class assignments.

The importance of effective Formative and Summative Assessments

- Formative assessments are utilized on a daily basis in classes to measure student knowledge and experience. This information is used to determine if learning targets are met. Teachers use a variety of assessment forms from verbal assessments to pre-tests that monitor student learning. Based on the results of the formative assessments, students, parents, teachers and school staff can evaluate student achievement and

make adjustments. Types of formative assessment include, but are not limited to, daily assignments, quizzes, labs, projects, and discussions.

- Summative assessments are given at the end of a curricular unit or concept for the purpose of evaluating learning mastery. Teachers use a variety of assessment methods such as presentations, projects, portfolios, and paper tests. These instruments assess the level of mastery demonstrated by the student. The level of mastery is determined using a rubric for the assessment and the grade is recorded.
 - Summative assessments include IB exams, Advanced Placement exams, Florida End of Course exams, Polk County Schools End of Year exams, Florida Standards Assessment exams, teacher-developed classroom unit assessments, semester exams, the IB Group 4 project, IB internal assessments, extended essays, Theory of Knowledge papers, Group 1 literature papers, and more.
 - Students take a variety of college entrance and scholarship exams; every student takes one or more of the SAT, ACT, PSAT/NMSQT, ACT, Aspire, Florida Postsecondary Education Readiness Test and SAT Subject Tests.

Internal and External International Baccalaureate Assessments

- Internal assessments are mandatory assessments completed during the 11th and 12th grade that focus on skills as well as the curricular content. The teacher grades these assessments using a rubric published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include: oral presentations, science lab reports, math portfolios, etc. Internal assessments can serve as both classroom assignments which contribute to the students' grades.
- External assessments are mandatory assessments which are given during the 11th and 12th grade. These assessments are not scored by the course teacher. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. All IB students take these exams on the assigned date. Unlike Advanced Placement exams, there are no alternative test dates given for IB exams.
- The process for recording and reporting Diploma Programme assessments occurs internally. Each teacher provides the marks which are verified by the IB Coordinator. Uploads are completed by the teacher and IB Coordinator.

Admission-related Assessments

- Assessment in the program begins with the entrance process.
 - Public school eighth grade students with a middle school grade point average of 3.5 or above receive a letter of invitation to a prospective student orientation; a letter is sent to headmasters of private schools to distribute to their students

who have the minimum grade point average; the district publicizes the meetings for families who home school their students.

- Interested students then take the Stanford Achievement Test version 10 (or other assessment specified by the school district).
 - Students are ranked by the SAT10 scores, and the top 70 to 80 percent are selected for admission.
 - Additional students are invited to attend should the previous students decline admission.
- Students must successfully complete the first two years of our Pre-IB program to continue as students in the Diploma Program at Bartow High School. This includes earning appropriate credits and maintaining a minimum 2.5 unweighted grade point average during their freshman and sophomore years.
 - To encourage the development of a language in which students are not already fluent, students whose home language is other than English are tested for fluency; those who test as fluent are not provided the option to take that language as their Language B or Acquisition Language.
 - Students identified as having special education needs through their Individual Educational Plans or 504 plans receive additional accommodations to be academically successful.

Updating and Communicating the Assessment Policy

- Each school year, the Diploma Program Coordinator will appoint a committee of at least three DP teachers, at least one of who did not serve on that committee in the previous school year, to revisit this policy and ensure that it still reflects the practices and principles underlying assessment at the school. Revisions approved by the committee and the Diploma Program Coordinator become part of the school's official assessment policy.
- Teachers new to the Bartow High School IB programme will be directed to the IB school's website to familiarize themselves with the Assessment Policy. The IB Coordinator will review the policy with the new teachers and answer questions as they arise.
- Communication of the Assessment Policy is part of the New School Year staff professional development. All teachers are required to review the policy as part of their opening procedures. Students and parents are briefed on the location of the Assessment Policy during our orientations. The Assessment Policy is located on the school's website. All school policies are sent to our subscribers through our school's Constant Contact at the beginning of the school year.