



# C. Leon King High School

## International Baccalaureate Diploma Programme

### Assessment Policy

#### **Philosophy**

Our commitment is to enable students in the Pre-IB program and the IB Diploma Programme at C. Leon King High School to develop to their full potential and to be able to fully demonstrate what they have learned. Faculty and staff work to ensure a consistent approach to:

- How students' knowledge, experience, and understanding are measured against local, state and IB criteria
- Providing formative and summative assessment opportunities for students
- The use of assessment results and data to be used in the planning of each of the subject areas
- The involvement of students in assessment processes to maximize motivation and progress
- The celebration of student growth and success

#### **King IB Diploma Programme Goals for Assessment Policy**

The faculty and staff in the diploma programme at King IB recognize and encourage the following features of best practices for effective assessment.

- Promotes and supports learning
  - Identifies knowledge base
  - Monitors student progress of learning
  - Identifies individual learning styles
  - Identifies individual learning strengths and weaknesses
  - Encourages scaffolding/spiraling and progression of learning
- Supports data-driven instruction
  - Guides lesson planning
  - Knowledge of content and skills
  - Promotes a variety of teaching strategies
  - Allows for consistent monitoring of teaching progress
  - Promotes self-reflection
- Uses both formative and summative assessment
  - Promotes a shared learning culture
  - Provides students with clear and consistent feedback
  - Diagnoses learning difficulties
  - Measures student performance
  - Supports student-managed progress-monitoring
  - Informs parents of progress
- Uses appropriate and diverse strategies
  - Uses formal and informal assessment
  - Accommodates a variety of learning styles
  - Tests a range of skills

- Utilizes IB mark schemes and rubrics
- Is qualitative and quantitative
- Is carried out in a range of contexts
- Recognizes all student progress and achievement
  - Acknowledges progress, effort, and achievement
  - Fosters motivation and promotes commitment to learning
  - Creates opportunities for self-direction
  - Fosters self-esteem, international-mindedness, social development, and reflection
- Develops the capacity for self-assessment
  - Provides student and parent access to learning outcomes and assessment criteria
  - Gives constructive feedback
  - Support students in self and peer assessment activities
  - Engages students in goal-setting

## **Stakeholders**

- Students
- Parents/guardians
- Faculty
- IB Counselor
- IB Coordinator
- Administration

## **Resources**

- Instructional Planning Tool – district database for faculty and staff that includes (but is not limited to):
  - Contact information
  - Standardized test results
  - End-of-course score results
  - SAT, PSAT, and ACT results
  - Course history and grades, including quarterly and exam grades
  - State benchmark progress
  - Demographic information (individual, program-wide, school-wide)
  - Attendance information
  - Enrollment history
- Education Connection – district database for faculty and staff that includes (but is not limited to):
  - Contact information
  - Standardized test results
  - End-of-course score results
  - SAT, PSAT, and ACT results
  - Course history and grades, including quarterly and exam grades
  - State benchmark progress
  - Demographic information (individual, program-wide, school-wide)
  - Attendance information
  - Enrollment history
  - Exceptional Student Education information – IEPs, 504 Plans, EPs

- Assessment tools
  - District and teacher-made pre-tests
  - Performance assessments
  - Open-ended tasks
  - Technology
  - Test/quiz/portfolio
  - Student reflections
  - Exemplars
  - Rubrics
  - Anecdotal records
  - District and teacher-made post-tests
  - Released IB exams/IB Question Bank
  - Subject-specific tools & resources

### **Responsibilities of Teachers**

- Provide a range of assessment opportunities that are based on local, state, and IB exams
- Provide practice sessions using previous IB exams
- Provide students and parents with IB mark schemes
- Keep appropriate records using online system of reporting grades that allow parents and students to view teacher gradebooks
- Ensure that students understand what is being assessed and how to improve
- Use available data provided by district to plan and personalize the learning process
- Provide students an IB Assessment calendar and an IB test calendar to ensure that students do not have an excessive amount of tests on any given day
- Provide practice opportunities for IB Orals
- Provide practice IB exams, ensuring conditions are as similar to IB exams as possible
- Prepare students for local and state mandated assessment
- Create, submit, and monitor an individual professional development plan which is data driven

### **Responsibilities IB Coordinator**

- Purchase markschemes for all pertinent subjects and make accessible to faculty both hard copy and electronic
- Purchase IB Question banks for all available subjects – made available to all IB faculty
- Purchase 50 Excellent Extended Essay – made available to all IB faculty and students
- Provide all IB exam data provided in IBIS and or ibo.org to all faculty
- Monitor assessments through classroom observations
- Ensure that all IB assessments have an honor code statement which student must sign
- Collect assessment data from IB faculty for respective subject areas
- Analyze IB exam data and share with IB faculty

### **Responsibilities IB Counselor**

- Provide a safe space for all students
- Ensure students meet the academic requirements for the IB diploma
- Provide mental health counseling services for students
- Participate in PLCs, site-based trainings, IB faculty meetings

## **Responsibilities Parent/Family/Guardian**

- Check Canvas (weekly or more frequently) for course and Diploma Programme information and announcements
  - Discuss class assignments, projects, assessments with your student to demonstrate support and encourage achievement
- Attend IB parent meetings (orientation, grade-level, IB exams, etc.)
- Maintain an open line of communication with your student's teachers
  - Contact teachers with questions or concerns, as needed
  - Follow-up with your student regarding teacher-parent contact and/or meeting

## **Responsibilities IB Diploma Programme Student**

- Complete required formative, summative, standardized, diagnostic, local, and end-of-course exams
- Complete assessments as assigned in all classes
- Schedule make-up assessments with teacher as needed
- Attend ELP (Extended Learning Program) or meet with teacher for additional help as needed
- Establish and maintain communication, self-management, research and thinking skills to enhance learning, retention, and academic success
- Access courses on Canvas daily to be prepared for all classes
- Maintain GPA commensurate with high school graduation requirements
- Establish and maintain relationships with EE supervisor and CAS supervisor/coordinator
- Meet deadlines for IB coursework, to include, but not limited to:
  - Internal assessments
  - Oral assessments
  - Extended Essay
  - TOK Essay
  - TOK Exhibition
  - CAS
- Read, review, and adhere to King IB Academic Honesty Policy

## **Responsibilities of Administration and District**

- Assist in securing an off-site location for IB assessments in May
- Assist in providing a suitable location and environment (distraction-free) for on-site internal oral assessments for English, Spanish, and French
- Ensure local, state, standardized, and end-of-course assessment materials are received, secured, and available for testing
- Provide a location for secure storage of all IB assessment materials
- Maintain limited access (2-4 keyholders) to IB assessment materials

## **Communication**

- Canvas (online learning platform), includes, but is not limited to
  - Course syllabi
  - Assignments
  - Calendar
  - Announcements
  - Messaging to/from students, parents, faculty, staff, administration
  - Grades/gradebook
  - Teacher and student opportunity for remarks/comments regarding grades

- Synergy (upcoming district database), includes, but is not limited to
  - Gradebook
  - Report cards for quarterly grades and semester grades
- Report cards (issued quarterly)
- State Assessment results
- IB Exams – codes are distributed for accessibility
- District email (available for families to contact faculty, staff, and administration)
- Professional Learning Communities (PLCs)
  - Subject area PLCs
  - IB PLCs
    - IB faculty, staff, and administration
    - IB subject-specific
- Parent-teacher conferences
- District email (available for families to contact faculty, staff, and administration)
- School Improvement Plan (SIP) & Instructional Leadership Team (ILT) Meetings
  - Information on performance of the IB school is shared and discussed at SIP and ILT meetings
  - IB faculty are included on the ILT team

## **IB Assessments and Final Grades**

Final IB grades for IB Diploma Programme courses are a combination of internal assessments (IB assessments completed at King, assessed by King faculty, and reported to the IB for review and final grade) and external assessments (end-of-IB-course exams taken in May; papers 1, 2, and possibly 3). Each IB course has distinct assessment weightings for internal assessments and external assessments. See current exam year course assessment weightings chart on the following page.

Each IB course has a maximum grade of 7. Students can earn up to 42 points for the 6 required IB courses. Students must earn a minimum of 24 points to earn an IB diploma. Students need a minimum of 12 points total for HL courses and 9 points total for SL courses. Students must also receive a grade of 2 or higher in HL courses and no more than two grades of 2 in any subject or level to be eligible for an IB diploma. Additionally, students must earn passing grades (D) in Theory of Knowledge and on the Extended Essay. Up to 3 additional points can be earned for outstanding performance on TOK assessments and the Extended Essay (see additional point matrix following course assessment weightings chart).

IB scores and descriptions:

7–Excellent    6–Very Good    5–Good    4–Satisfactory    3–Mediocre    2–Poor    1–Very Poor

# May 2023 Course Assessment Weightings (24 points needed for IB Diploma)

## Group 1 Language & Literature

<b>English A: Literature</b>	<b>HL</b>	
Paper 1 (Commentary)	35%	
Paper 2 (Novels)	35%	
Written Assignment	20%	
IA Oral Presentation	20%	

## Group 2 Language Acquisition

<b>French B/May B</b>	<b>SL</b>	
Paper 1	25%	
Paper 2 Listening	25%	
Paper 2 Reading	25%	
IA Oral	25%	

## Group 3 Individuals and Societies

<b>History of the Americas</b>	<b>SL</b>	<b>HL</b>
Paper 1 (Prescribed subjects)	30%	20%
Paper 2 (World History Topic)	45%	25%
Paper 3 (History of the Americas)	N/A	35%
IA Essay (Historical Investigation)	25%	20%

<b>Economics</b>		<b>HL</b>
Paper 1 (Extended response)		20%
Paper 2 (Data response)		30%
Paper 3 (Policy paper)		30%
IA Essay (Portfolio – 3 commentaries)		20%

<b>Psychology</b>	<b>SL</b>	<b>HL</b>
Paper 1 (Short answer & essay)	50%	40%
Paper 2 (2 of 3 questions)	25%	20%
Paper 3	N/A	20%
IA Essay (Experimental study)	25%	20%

## Group 4 Sciences

<b>Biology</b>	<b>SL</b>	<b>HL</b>
Paper 1 (Multiple-choice questions)	20%	20%
Paper 2	40%	36%
Paper 3	20%	24%
IA Labs	20%	20%

<b>Chemistry</b>	<b>SL</b>	<b>HL</b>
Paper 1 (Multiple-choice questions)	20%	20%
Paper 2	40%	36%
Paper 3	20%	24%
IA Labs	20%	20%

<b>Physics</b>	<b>SL</b>	<b>HL</b>
Paper 1 (Multiple-choice questions)	20%	20%
Paper 2	40%	36%
Paper 3	20%	24%
IA Labs	20%	20%

## Diploma Programme Core

Theory of Knowledge (TOK)

Extended Essay (EE)

Creativity, Activity, Service  
(CAS) – 7 learning  
outcomes, CAS project, and  
spans 18 months

## Group 6 The Arts

<b>Visual Arts</b>	<b>SL</b>	<b>HL</b>
Comparative Study	20%	20%
Process Portfolio	40%	36%
IA Exhibition	40%	24%

## Group 5 Mathematics

<b>Applications and Interpretations</b>	<b>SL</b>
Paper 1 (Short-response)	40%
Paper 2 (Extended-response)	40%
IA Mathematical exploration	20%

<b>Analysis and Approaches</b>	<b>SL</b>	<b>HL</b>
Paper 1 (Short & extended responses)	40%	30%
Paper 2 (Short & extended responses)	40%	30%
Paper 3 (2 extended responses)	N/A	20%
IA Mathematical exploration	20%	20%

## IB Diploma TOK and EE Points Matrix

		Theory of knowledge					
		Excellent <b>A</b>	Good <b>B</b>	Satisfactory <b>C</b>	Mediocre <b>D</b>	Elementary <b>E</b>	Not submitted
Extended essay	Excellent <b>A</b>	3	3	2	2	1 + Failing condition*	N
	Good <b>B</b>	3	2	1	1	Failing condition*	N
	Satisfactory <b>C</b>	2	1	1	0	Failing condition*	N
	Mediocre <b>D</b>	2	1	0	0	Failing condition*	N
	Elementary <b>E</b>	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

### Terminology in Assessment

- **Anecdotal Records** – brief, informal notes collected by teachers based on observations of classroom dynamics
- **District and teacher-made post-tests** – scores are recorded to determine a student’s knowledge of specific content areas after instruction has been given. This information is then compared to pre-test data to represent student progress and teacher effectiveness.
- **District and teacher-made pre-tests** – are used to determine a baseline for the students’ knowledge of specific content before actual instruction in that unit. This is then compared with post-test data to measure student progress and level of attainment.
- **Exemplars** – samples of student work that serve as a foundation/baseline from which other samples are evaluated.
- **Extended Essay (EE)** – in-depth research project, paper (no more than 4,000 words), and reflection on a focused topic (determined by the student), that is externally assessed by the IB. Students are assigned an EE supervisor with whom they consult on their chosen topic, research question, and rough draft. Students must choose an EE subject from the list of Diploma Programme Subjects for the session in question. The EE is a required component of the Diploma Programme and students must earn a grade of D or higher to be awarded an IB Diploma. Students should expect to spend approximately 40 hours on their EE.
- **Formative assessments** – uses self-reflective processes which promote student attainment. Teachers accomplish this by observing, interacting, and probing students during classroom activities. This is beneficial to not only the students, but the teachers as well, in that they can evaluate the check for comprehension and the level of understanding.
- **IB Exams** – Required end of IB course exams; students must sit for all exams in order to be eligible for and IB diplomas; IB DP programs in HCPS are taken in May of each year
  - **Paper 1, Paper 2, Paper 3** – IB courses exams are called “papers” due to the exam format for IB courses. “Papers” are essay-type exams, except for Paper 1 in science courses, which is a multiple-choice exam.
  - **Stationery** – writing materials; stationery for IB exams includes exam booklets, pens, pencils, erasers, ruler, protractor

- **Internal Assessment (IA)** – classroom-based assessment; internal assessments are tasks that take place over an extended period of time and that allow candidates “to investigate a problem and show how they develop their thinking without the time pressures that are inherent in an examination” (IB DP Assessment principles and practices, p. 94)
- **Invigilator** – person who supervises candidates during examinations
- **Observation** – teachers take both formal and informal notes regarding the dynamics of the class both as a whole and its individual members.
- **Open-ended tasks** – intentionally open-ended in nature which requires students to communicate an original response, similar to IB exams.
- **Oral assessments** – all subject areas stress this form of assessment as a means of communication
- **Performance Assessments** – Students are often required to demonstrate what tasks they can do that often have multiple solutions. This helps show how well they can apply what they have learned.
- **Rubrics** – established set of criteria for rating work in all areas of a particular assignment. The descriptors tell the assessor what characteristics to look for in students’ work and then how that work is rated on a predetermined scale.
- **Student Reflections** – used on a routine basis to not only enable students to understand what they learned, but why they learned it and how it relates in an interdisciplinary nature..
- **Summative assessments** – used to measure level of student performance and attainment. IB tests and mark schemes are used for this type of assessment.
- **Technology** – used in all subject areas to further enhance the understanding and grasp of concepts. Samples of interactive technology are LCD projectors, ELMOS, and SmartBoards.
- **Test/Quiz/Portfolio** – used to provide a “snapshot” of students’ subject specific knowledge.
- **Theory of Knowledge Essay (TOK Essay)** – “a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.” (IB DP Theory of knowledge guide, p. 5)
- **Theory of Knowledge Exhibition (TOK Exhibition)** – task that assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.” (IB DP Theory of knowledge guide, p. 5)

*King IB Assessment Policy updated March 2023*

## Resources

IB Publication: *“Assessment principles and practices – Quality assessments in a digital age*

IB Publication: *“Guidelines for developing a school assessment policy in the Diploma Programme*

IB Publication: *“Theory of knowledge guide”*

Nease High School Assessment Policy: [IB – Allen D. Nease High School \(stjohns.k12.fl.us\)](http://stjohns.k12.fl.us)

Winter Park High School Assessment Policy: [International Baccalaureate - Winter Park Hs \(ocps.net\)](http://ocps.net)