



Shiloh High School

International Baccalaureate Assessment Policy



Introduction

At Shiloh High School, assessments are given to allow students multiple opportunities to show achievement of a subject area's Academic Knowledge and Skills (AKS). Our goal is to provide a variety of fair, consistent, and authentic assessments for all levels of instruction. Teachers and students have a responsibility to work together to maximize learning and performance. This document contains information about Shiloh's overall assessment philosophy, objectives, responsibilities of the stakeholders, grading scales, assessment requirements, access arrangements, formative and summative assessment expectations, and IB internal and external assessments.

Philosophy

Shiloh High School believes that students must be ultimately responsible for their own learning. Assessments support and enhance teaching and learning of every learner and should be continually evaluated for validity. When assessments are used and interpreted properly, the results provide information that is valuable in designing educational opportunities that promote student achievement and meet the needs of all learners.

Students must work to complete assessments in an ethical, appropriate manner and use test data as a tool for adjusting to academic rigor. Teachers must create and use assessment data to provide differentiated activities for students' success. Students and parents are expected to monitor progress in their classes through the parent portal, to actively seek help from their teachers, and to prepare well for formative and summative assessments.

General Objectives:

- Students at Shiloh High School students will be assessed with various formative and summative assessments.
- Assessments will include classroom assessments as well as county, state, national and international exams.
- Students in Advanced Placement and International Baccalaureate classes are expected to participate in exams associated with the courses.
- Students will be encouraged to take college entrance assessments such as the SAT and ACT.
- Parents and students will take an active role in the learning process by reflecting on assessment data and adjusting to academic demands.
- Teachers will collaborate face-to-face and through E-Class and use test data to reflect on strategies to differentiate lessons and maximize learning for each student.
- Administrators will use school assessment data as reflective, diagnostic information to identify strengths and weaknesses in student achievement.
- Assessment will be a part of the learning process at Shiloh High School for all students.
- Assessments will be diverse and allow students opportunity for self and peer review.

Responsibilities of Teachers

Shiloh believes that teachers have a responsibility to:

- Facilitate the learning process.
- Clearly communicate learning goals and outcomes to parents and students.
- Analyze data and collaborate with others who teach the same or similar classes.
- Through test analysis and collaboration, provide strategies and assessments to promote a classroom atmosphere of success.
- Use assessment data to determine strengths, weaknesses and individualism in students.
- Continually evaluate own instruction and effectiveness.
- Allow students to re-learn, master and re-test on formative and summative assessments.
- Provide timely written and oral feedback on assignments.
- Differentiate assessment practices, allowing for diversity in learning and special needs students.

Responsibilities of Students

Shiloh believes that students have a responsibility to:

- Assess own progress and self-monitor.
- Work diligently to complete assignments, homework, projects and assessments in an ethical manner.
- Inquire about ways to improve.
- Explore ways of learning and knowing.
- Be aware of the standards and learning outcomes for all classes.
- Set goals for personal growth as lifelong learners.
- Reflect on progress towards meeting these goals.

Local, State, and National Assessments

Shiloh High IB students take a variety of assessments throughout high school. In addition to IB internal and external assessments, students must take any End of Course Tests (EOCTs), Student Performance Goals (SPGs), and District Assessments (DAs) that are required for a course. Additionally, students must take any other test that is mandated by a governing body over the school such as the district's Gateway Test or the national ACCESS test for English Language Learners.

Formative and Summative Assessment at Shiloh High School

Formative assessments should happen on a regular and consistent basis throughout each unit of study for each course. At Shiloh High School we believe that formative assessments are the checkpoints that guide instruction and lead to summative assessments. Students will be provided with a minimum of four summative assessments per semester, which will be entered in the gradebook. Assessments should mirror the format of IB assessments in order to help prepare students for IB exams upon conclusion of the respective IB course. Summative assessments are a key element of a student's final grade in a course; therefore, teachers must translate all scores on IB rubrics into grades on a hundred point grade scale that can be entered into a grade book.

Grading Scale at Shiloh High School

Gwinnett County Public Schools adhere to the following grading scale district-wide:

A (90-100), B (80-89), C (74-79), D (70-73) and F (0-69).

AP and IB assessments and rubrics are graded on a 1-5 and 1-7 scale respectively. Below is their relationship to traditional grading:

Advanced Placement (AP)			International Baccalaureate (IB)		
<i>Traditional</i>	<i>AP</i>	<i>Gradebook</i>	<i>Traditional</i>	<i>IB</i>	<i>Gradebook</i>
A ⁺	5	100	A ⁺	7	100
A	4	90	A	6	94
B	3	80	B ⁺	5	87
C	2	74	B	4	80
D		70	C	3	74
F	1	60	D/F	2	67
			F	1	60

IB Assessments

IB Diploma (DP) Assessment

IB students are assessed both internally and externally to measure individual performance against stated standards for each subject.

Internal Assessments (IAs)

In most IB subjects, classroom teachers facilitate IB internal assessments. These assessments vary depending on the subject area but include examples such as projects, essays, student portfolios, presentations, etc. Teachers use criterion related rubrics derived from a set of standards and the rubrics are taught to the students before the actual assessment is given. Students should have an understanding of what is expected before the assessment is complete. The teacher will then determine the appropriate grade by representing the student's best level of achievement. A random sample of these assessments in each subject is sent to the IB for moderation. This is the IB check and balance procedure to make sure there is consistent grading throughout the IB World schools. Students also benefit from meeting with the IB teachers to discuss progress on formative assessments, before these internal assessments are given.

External Assessments (EAs)

The IBO requires external assessments in May for the end of most IB courses. The IB coordinator must ensure that IB invigilators follow a strict set of procedures and practices by the IB. Students are assessed on formal IB required exams. Essays for TOK and a few other external assessments are completely overseen by teachers and externally marked by examiners. These May exams (papers) usually contain the greatest percentage of the overall score for IB Diploma students.

Procedures for Access Arrangements

In order to receive access arrangements, students must go through either the special education department and the IEP process or the 504 coordinator. Accommodations must align with state and national regulations. Accommodations approved in a student's IEP or 504 plan can be submitted to the IB with consent of the student and parent/guardian in order to seek access arrangements for the DP. Further details pertaining to access arrangements for assessment can be found in Shiloh High School's Special Education and Inclusion Policy.

Recording and Reporting

Once students submit internal and external IB assessments to their IB subject teacher, the items are delivered to the IB Office to record and submit to the IB on each student's behalf.

In the IB Diploma Programme, results are tabulated and reported by the IB directly to the school, IB candidates, and their intended universities in July each year through a password protected website.

Assessment Practices of Shiloh High IB Teachers

At Shiloh High School, our IB teachers agree to do the following:

- Plan for classroom instruction at least 1 week in advance
- Notify students of assessment dates at least 2 weeks in advance

Grading/Marking

- Update the class gradebook weekly
- Assign relevant and meaningful homework
- Reference the Shiloh High assessment calendar and submit items for IB classes in a timely manner

This assessment policy is meant to show understanding of the IBO's assessment practices and how it connects with our school's assessment policy and regulations. It is designed to be a living document that will be collaboratively reviewed each year and enhanced as Shiloh progresses into the IB programs.