

# **Shiloh IB Cluster**

## **Assessment Policy**

### **Philosophy**

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The assessment policy of the Shiloh IB Cluster schools (Shiloh Middle & High) reflects the philosophies and missions of member schools. Assessment is designed to promote a high-level of achievement for all students, enabling them to receive a world-class education and be successful in a multicultural world.

- Stakeholders collaborate, as outlined below, to maximize learning and performance on assessments.
- Teachers provide students with clear learning targets enabling teachers and students to monitor student progress and determine when students have demonstrated mastery of skills and content.
- Teachers use various forms of formative assessments to inform students of their learning progress and to provide opportunities for students to demonstrate mastery of skills and content.
- Teachers use various forms of summative assessments to culminate units of study and allow students to demonstrate acquisition of learning objectives.

### **Common Practices in Using Assessment Criteria and Determining Achievement Levels**

#### **Teachers will:**

1. Work in collaborative teams to design rigorous common assessments that promote high levels of student achievement.
2. Start with the end in mind by designing summative assessments to determine student learning outcomes prior to developing a unit of study.
3. Demonstrate an awareness of the diversity of learning styles by using a variety of assessments and instructional strategies.
4. Frequently and consistently implement formative assessments to monitor student learning.
5. Analyze formative assessment data to determine student needs and will modify teaching as needed.
6. Collaborate to calibrate assessment and grading practices.
7. Provide timely written and oral feedback from assessments and will provide students opportunities to self and peer-assess.
8. Be cognizant of assessment timelines and the demands they place on students, including workloads and personal well-being.
9. Adhere to all guidelines in administering standardized testing, including but not limited to, county, state, national or international assessments.

#### **Administrators will:**

1. Create a culture of collaboration, dialogue, and reflection about student assessment.
2. Provide information and support regarding how to use information to guide instruction.

### **Students will:**

1. Learn to exercise increasing responsibility for assessing their own progress and meeting deadlines.
2. Learn to exercise increasing responsibility in communicating about their learning and academic standing.
3. Learn to reflect on their progress and seek opportunities for improvement.
4. Strive to maintain intellectual, physical, and emotional balance.

### **Families will:**

1. Support and reinforce teacher expectations and student learning.
2. Use available resources to monitor student achievement.
3. Reach out to teachers to communicate about student achievement as desired.
4. Engage in the learning process with students and maintain communication about problem-solving and making wise choices.

### **Common Practices in Recording and Reporting Student Achievement**

- Students in IB courses are assessed in terms of formal IB-required assessments. These assessments when compiled as final IB grades are reported on a scale of 1 to 7.
- Assessments taken as part of exam requirements for the IB Diploma Program are completed internally (teachers mark and submit scores under the supervision of moderators) and externally (submitted to IB examiners for evaluation).
- Students in grades six through eight are assessed on teacher-designed units according to the criterion for each content area as provided through the Middle Years Program.
- Students in all IB courses receive grades on coursework completed in their courses as well as IB assessments and assessments graded with the IB criteria.
- Final grades are reported in teacher grade books and become part of a student's final transcript.
- IB exams and culminating activities at both the Middle Years Program and Diploma Program levels are criterion-related assessments and are judged according to identified levels of student achievement as measured through rubrics and mark schemes aligned to each content area's formal Aims and Objectives.
- Students in the Middle Years Program and Diploma Program receive reports to inform students and parents of a student's level of acquisition of specific IB criteria.
- Students in the Diploma Program benefit from individual conferences with their IB Diploma Program teachers bi-annually. Through the scope of these conferences, the teachers and students discuss predicted grades for students in the IB Diploma Program level course, as well as formulate areas for improvement before the student sits for the IB test.

## **Implementation of Formative and Summative Assessments**

### Summative Assessment Practices

- Summative assessments occur at the end of any unit of study and are used to evaluate the student's acquisition of the learning objectives of the given unit.
- Teachers will employ a variety of types of summative assessments, including but not limited to essays, presentations, examinations, projects, portfolios, performance-based tasks, and text-dependent questions.
- Teachers provide copies of all rubrics to students before the assessment.
- When possible, students are provided with samples of work that have been marked previously, thereby allowing students to identify and apply what assessment standards will be utilized in evaluating student work.
- Scores on IB rubrics should be translated to a grade on the hundred-point grade scale and entered into a teacher's grade book using the appropriate conversion scale (Appendix A).

### Formative Assessment Practices

- Formative assessments are utilized by teachers to analyze students' progress towards the acquisition of key learning objectives and to provide meaningful feedback to students before the summative assessment.
- Through formative assessment, teachers are able to deconstruct criteria to scaffold and support students to mastery of each individual component of the skills required.
- Through formative assessments, students are able to work with their peers or with teachers to collaborate and develop a deeper understanding of content, as well as identify areas of strength and weakness.
- Teachers should provide opportunities for students to engage in self-assessment through reflection and peer assessment.
- Teachers will employ a variety of types of formative assessments, including but not limited to exit tickets, quizzes, quick writes, constructed responses, performances, whiteboards, clickers, Plickers, and Kahoots.

## **Relationship of IB Assessment to Required Systems for Grading and Reporting**

- Students are assessed through a variety of formative and summative assessments.
- Assessment strategies include the availability of local classroom assessments as well as county, state, and national assessments.
- Content area-specific objectives with national, state, and county standards are included in each unit planner document is the basis for assessments.
- Additionally, students in Advanced Placement and International Baccalaureate level courses complete assessments that are required as part of the culminating activities associated with each course.

## **Process for Review of Policy**

A committee will be formed consisting of key stakeholders from all Shiloh IB Cluster schools to evaluate the Assessment Policy annually. During this annual evaluation, the policy will be reviewed for needed updates and revisions, as well as to assess the effectiveness of the implementation and to ensure the policy is communicated throughout the Shiloh IB Cluster schools.