

## **IDEA College Preparatory Donna International Baccalaureate Diploma Programme Assessment Policy**

### **Philosophy**

IDEA College Preparatory (ICP) Donna recognizes that teaching, learning, and assessment are fundamentally interdependent. Our Diploma Programme is an open enrollment program which is accessible to all students in the school, regardless of prior academic performance. We believe that obtaining the IB Diploma is a great accomplishment. Nevertheless, all our students benefit the most from the learning experiences that take place throughout the two years of the Programme.

#### **Our Mission Statement**

IDEA College Preparatory Donna is rewriting the story of underprivileged communities by creating a positive learning environment that equips students with the academic, social and leadership skills and international mindedness that are required to succeed in college and our global society.

#### **IB Mission Statement**

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

#### **Guiding Principles behind Assessment**

At ICP Donna, we understand that students:

- have differing learning styles.
- have different cultural experiences, expectations and needs.
- perform differently according to the context of learning.
- see self-assessment and peer-assessment as a natural part of the learning process.
- need to know their achievements and areas for improvement in the learning process.
- should receive feedback that is positive and constructive.

At ICP Donna, assessment:

- is designed by teachers to incorporate a variety of methods and to be relevant and motivating to students.
- is geared toward appraisal of a broad range of concepts, attitudes, knowledge, and skills appropriate to an international and increasingly complex world.
- is criterion-referenced using the guidelines set down by our school district and state along with the guidelines provided by the IBO and they are made clear to students by teachers before coursework begins.
- is designed to expose and prepare our students for summative assessments, such as the state end of course tests, as well as the DP internal and external assessment tasks.



• is designed to encourage students' best work.

### **Guiding Principles behind Assessment**

At ICP Donna, assessment is used to:

- assess the effectiveness of the environment on the student's learning,
- extend the student's learning,
- monitor the progress of individual student learning and achievement,
- determine the effectiveness of teaching,
- inform curriculum review,
- help evaluate suitability of courses, and
- inform teaching practices.

At ICP Donna, assessment information is gathered in the following forms:

- ongoing formative teacher assessment,
- summative assessment tasks,
- standardized assessment tasks,
- previous summative records,
- qualitative data from adults who have knowledge of the student, and
- the student as a learner.

### **Grading Systems and Policies**

ICP Donna uses a combination of two grading systems to assess the overall performance of our students. The IDEA Public Schools district-wide system which is used to compare and track student performance among the students within the entire district. The second system used on campus is based on subject-specific IB criteria. At the end of the junior year and at end of first semester of the senior year, students receive a grade report for each subject, based on the IB (1-7) grade scale. This report is used to communicate student IB performance with parents as well as to serve as an ongoing indicator for teachers and campus stakeholders. Exemplary work and IB rubrics used to grade these tasks are consistently posted in our classrooms for student, staff and visitor's reference. Our campus grading policy represents student mastery rather than student behavior or completion grades.

Students at ICP Donna receive grades based on the following categories and weights:

- Summative Assessments (55%)
  - Summative Assessments include district interim assessments, unit tests, end of course examinations, subject specific papers/projects and state mandated examinations. Summative Assessments take place after every unit and at the end of every quarter.
- Formative Assessments (30%)
  - Formative Assessments include daily exit tickets, class assignments, homework assignments, and other





subject specific performance tasks used to inform instruction. Formative Assessment take place on a daily basis.

- Weekly Assessments (15%)
  - Weekly Assessments include a variety of subject specific weekly tasks used to inform instruction. This type of assessment take place once a week.
- Mock Examinations (Reported independently on the IB Report Card)
  - Mock Examinations are held for 12th grade students towards the end of the first semester (December) in order to evaluate performance throughout the year and inform their progress towards the May examinations. 11th grade students complete Mock Examinations at the end of the year (May) in order to evaluate their performance throughout the year and inform their progress towards their final year in DP. Mock examinations are created by teachers using the examination guidelines and criterion-referenced rubrics established through IB's standards and practices for each content area, and resemble the exams that students will take at the end of their senior year.

\*Students in Year One and Year Two of our IB Program also take national exams to gain acceptance to the academic institution of their choice such as the ACT and SAT. These scores reported independently.

## Grade Reporting Practices

Grades at ICP Donna are reported using the standard district 9-week grading period. Progress reports are sent home every 6 weeks in order to inform all stakeholders of student progress throughout the quarter. Grades become locked at the end of each 9-week quarter and report cards are given to parents. As mentioned in the grading systems and policies, students receive an IB based grade report at the end of the junior year and at the end of the first semester of the senior year. These reports are based on mock examination data. All grades are reported to students and parents in writing in order to inform them of current performance and possible intervention practices that will be needed throughout the following months until the May IB examinations and graduation. All IB course grades are recorded and reported in the official student high school transcripts. These transcripts are sent to the undergraduate institutions that students are interested in attending.

## Assessment Norming Processes

All Diploma Programme teachers and campus administrators at IDEA College Preparatory Donna attend IB training and are versed in Diploma Programme standards and practices. At the beginning of each year, the IB Coordinator meets with all new teachers to review the school's assessment policy during the induction day. Campus assessment norming practices take place during meetings between teachers and administrators both formally and informally.

- Formal Norming Sessions
  - During formal norming sessions, teachers and content team leaders are required to meet on campus at least twice per year for a formal assessment norming sessions. The purpose for meeting with all grade levels (6th-12th) during these sessions is to ensure each content uses assessments which are vertically aligned and



support students who participate in our IB Programme.

During formal assessment norming sessions, teachers and administrators:

- read and discuss current IB DP data,
- read and discuss the most recent examiner’s reports,
- view samples of student work,
- practice grading student samples,
- exchange assessment feedback,
- compare individual marking,
- discuss and resolve discrepancies in marks awarded, and
- provide rationale for awarding marks.

- **Informal Norming Sessions**

During informal norming sessions, Year One and Year Two DP teachers regularly collaborate and share practices relating to student assessment. During informal assessment norming sessions, teachers and administrators:

- share and revise rubrics and processes,
- discuss how course tasks and assessments horizontally align,
- discuss how current curriculum addresses each IB criteria throughout the 2 year period,
- exchange feedback on course rubrics,
- ensure that course rubrics and tasks incorporate the appropriate IB criteria,
- share and discuss samples of student work, and
- exchange ideas on how to improve student achievement.

## **May IB Examination Procedures**

All May examination exams are stored in a locked cabinet inside of the Coordinator’s office, which is also locked. Exams are taken out of the cabinet only on the day the exam(s) will be administered. All DP teachers serve as invigilators during the examination session on specific dates, except for those days in which their subject exam is administered. Invigilators receive formal training from the Coordinator before the examination sessions begins. Students also participate in an orientation where the Conduct of Examinations: Notice to Candidates is read out loud and candidates are required to sign and submit before the first day of examinations.

On each examination day, there is a “head invigilator”, which is the person in charge of the exam administration while the Coordinator is away from the exam location. If any incidents occur, this person is also responsible for contacting the Coordinator immediately. At the end of the exam administration, the “head invigilator” is responsible for ensuring all students are accounted for before releasing them from the exam location. The Coordinator is always present at the beginning and at the end of the exam administrations to open and close each session and is responsible for immediately reporting to IB Americas any incidents that breach regulations.