

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. ICP Donna believes that learning is informed by assessment. 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 for the students of our community and further sets them up for success at the university of their choice. 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.
- is designed to align to IB assessments.



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
- 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
- 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 to leverage as a prediction of IB performance. Exemplary work, DP assessment criteria 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:

Assessment Type	Examples	Frequency
Summative Assessments (55%)	district interim assessments, midterms, unit tests, end of course examinations, subject specific papers/projects and state mandated examinations	take place after every unit and minimum twice a quarter
Formative Assessments (45%)	daily exit tickets, class assignments, homework assignments, and other subject specific performance tasks used to inform instruction	take place on a daily basis and record a minimum of twice a week



Midterm and Mock Examinations

Year 1

Midterms are teacher-created assessments aligned with IB examination standards and take place at the end of Quarter 1 and Quarter 3. In December, teachers administer an IB-aligned mock exam to evaluate students' mastery of the content covered during the first semester. Students also complete a district-provided IB mock assessment, facilitated by the district IB coordinator. Both midterms and mock exams serve to evaluate student performance throughout the year, offering insights into their progress towards the final year of the Diploma Programme (DP). These assessments are guided by IB examination criteria, with criterion-referenced rubrics used to measure student mastery.

Year 2

In Year 2, midterms continue to be teacher-created assessments aligned with IB examinations, occurring at the end of Quarter 1 and Quarter 3. In December, Year 2 candidates take district-provided mock exams, which replicate the conditions of official IB written examinations. These cumulative assessments evaluate students' performance throughout the year and track their readiness for the final IB examinations in May. The mock exams, distributed by the district IB coordinator, adhere to IB guidelines and use criterion-referenced rubrics in accordance with IB standards and practices for each subject area. These exams simulate real IB examination conditions, preparing students and invigilators alike. Scores from mock exams are reported on the IB Report Card and shared with students and parents to monitor progress and guide reflection.

Homework

Homework is provided to students for additional formative practice to master conceptual knowledge and skill development. Students will practice reading, writing, and analysis that will set them up for success in class. Our students will practice via different methods including textual readings, projects, and online platform practice. Teachers strategically plan no more than 30-45 minutes of daily practice and share a biweekly calendar with major assessments and projects due in all DP classes with students. Students maintain a planner to track academic expectations for self-management. Teachers are available via email and TEAMS to respond to students with homework questions and students are expected to reach out to teachers for clarification.

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 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. Our campus hosts report card nights for families to engage in conversations with teachers and students and celebrate student's accomplishments. 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 senior year. These reports are based on mock examination data. All grades are reported to students and parents in writing to inform them of current IB performance and possible intervention practices that will be needed throughout the following months until the May IB examinations and graduation. The DP team has an IB tracker in which midterms and mock examinations are tracked to see student progress multiple times. This information allows the team to create priority student lists to support students academically. 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.

*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 are reported independently.

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 onboarding 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 quarterly 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
- apply assessment criteria and rubrics
- exchange assessment feedback
- compare individual marking
- discuss and resolve discrepancies in marks awarded
- provide rationale for awarding marks
- teacher moderation during quarterly course collaboration sessions

- **Informal Norming Sessions**

During informal norming sessions, Year One and Year Two DP teachers regularly collaborate and share practices relating to student assessments. 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
- exchange ideas on how to improve student achievement
- meeting with IB counterpart to norm during common conference period.
- Norming practices for extended essay



IB Teacher Collaboration and Moderation of IB Assessments

District IB teachers collaborate throughout the school year to ensure consistent grading practices, build professional skills, and enhance their understanding of IB standards. This collaboration plays a crucial role in the moderation of IB assessments and in strengthening the instructional quality across IB programs. IB teachers from different schools within the district work together to moderate student work, ensuring that grading is fair, accurate, and aligned with IB expectations. This moderation process involves reviewing and discussing student samples from various IB subjects to compare interpretations of the IB criteria and to ensure uniformity in scoring.

Quarterly course collaboration meetings bring together IB teachers by subject area to exchange best practices, review curriculum updates, and engage in moderation of student work. During these sessions, teachers present anonymized samples of student work for peer review, allowing them to collectively analyze the application of IB assessment rubrics and provide feedback. These activities not only support consistency across schools but also provide opportunities for professional growth as teachers learn from each other's experiences and expertise.

In addition to the quarterly collaborations, monthly IB webinars offer a platform for continuous learning and collaboration. These webinars focus on specific aspects of IB assessment and teaching strategies, such as rubric interpretation, effective feedback methods, and examination preparation techniques. Teachers are encouraged to share challenges and successes, and these virtual sessions often include district-led professional development on the latest IB guidelines and updates.

Through these collaborative efforts, IB teachers deepen their understanding of the assessment process, develop stronger grading practices, and stay current with the evolving IB standards. These practices ensure that teachers across the district are well-equipped to accurately assess student performance and provide high-quality instruction that prepares students for IB examinations.

May IB Examination Procedures

All May examination exams are stored in a locked cabinet inside of the IB 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. Special education teachers also serve as invigilators for any student receiving inclusive arrangements. Invigilators receive formal training from the IB Coordinator before the examination sessions begins where the testing schedule is shared and responsibilities are reviewed. 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 IB Coordinator is away from the exam location. If any incident occurs, this person is also responsible for contacting the IB 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 IB 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.



Responsibility of ICP Donna Stakeholders

ICP School Staff

IB DP teachers are responsible for equipping students with the conceptual knowledge, critical thinking, and skills needed to excel in the programme. They must closely follow IB subject guides and syllabi, integrating inquiry-based, student-centered learning strategies that align with IB philosophy. Teachers are also tasked with designing assessments that mirror IB standards, using official rubrics and markschemes to evaluate student work. These assessments not only prepare students for IB exams but also provide practice in mastering content and skills. In addition to academic instruction, teachers must offer support to help students close achievement gaps, through scheduled tutorials, remediation sessions, and constructive feedback. Furthermore, they play an essential role in nurturing the development of IB Learner Profile attributes, ensuring students become reflective, open-minded, and principled individuals. Teachers are expected to continually reflect on their teaching practices, always keeping the student experience at the forefront of their work.

Students

Students in the IB DP are expected to take responsibility for their own learning, actively engaging with the content and preparing thoroughly for each class. They must complete all assignments to the best of their ability, while maintaining a high standard of academic integrity. This includes submitting authentic work and adhering to the IB's academic honesty policy. As risk-takers and reflective learners, students are encouraged to persevere through challenges, seek help when needed, and use feedback to improve their performance. The development of the IB Learner Profile attributes, such as being inquirers, communicators, and risk-takers, is an essential part of their role as students in the programme. They must continuously strive to embody these traits, taking ownership of their personal and academic growth.

Parents

Parents also play a crucial role in supporting their child's success in the IB DP. They are expected to stay actively engaged in their child's education by maintaining open communication with teachers, regularly checking academic progress through platforms like PowerSchool, and helping their child meet academic expectations. This includes monitoring the student's planner, encouraging strong study habits, and providing a supportive learning environment at home. Parents are also encouraged to attend school events such as open houses, report card nights, and other activities organized by ICP Donna, as these provide valuable opportunities to connect with teachers and the school community. Additionally, parents should collaborate with teachers by scheduling conferences to discuss their child's progress and explore ways to further support their learning. The partnership between parents and teachers is essential for students to thrive in the IB programme.

Communication of Policy

The IB policies are communicated with teaching faculty at the beginning of the academic year during professional development and included in data binders each year. Additionally, IB policies are communicated to all scholars during IB Culture Week the first two weeks of the academic year. All IB policies are available to teaching faculty, IB candidates and families at all times on the IDEA Donna IB website under "IB Policies" section.

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