



# ASSESSMENT POLICY

Revised April 2023

Reviewed Annually in August

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*Meaningful assessment supports curricular goals. In IB programmes, assessment is therefore ongoing, varied and integral to the curriculum.*

“What is an IB education?” November 2019

## Statement of Philosophy

The primary aim of assessment is to support student learning. Our teachers use assessment to inform instructional practice and understand the needs of individual students. We believe in offering students a variety of meaningful assessments alongside ongoing feedback on these assessments. Students undergo both formative and summative assessments designed to measure understanding of course aims and objectives.

### Formative assessments

Formative assessments are used to measure student understanding and provide ongoing and consistent feedback to students and teachers throughout a unit of study. Formative assessments are created with the goal of building the knowledge and skills necessary for performance on later summative work. Teachers gather data from formative assessments to guide decisions around whole-group instruction and differentiate instruction for individual students.

Formative assessments take place on a daily basis in each subject area. They serve the purpose of involving the student in his/her own learning in several ways:

- Students understand their current level of knowledge in relation to clearly stated course aims and objectives.
  - Students set individual learning goals after reflecting on current understanding based on performance on formative assessments.
  - Students have an opportunity to assess their own work and the work of their peers.
  - Review and reflection of formative assessments is built into daily classroom practice.
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Some examples of formative assessments include: small group discussion and reflection, student observations and peer feedback, Think-Pair-Share and other group work, mini-presentations, classwork in learning portfolios, and scoring of sample IB assessments.

Whenever possible, IB assessment criteria are used to provide feedback to students on formative assessments. IB coordinators provide guidance to teachers on how to convert IB assessment criteria (1-7 scale) into grades on a 100-point scale to be entered into the Student Information System (SIS), the district grading platform.

### **Summative assessments**

Summative assessments provide teachers a means to measure student performance against district, state, and Diploma Program assessment criteria. Some examples of summative assessments include: presentations; projects; end-of-unit exams; end-of-course exams; and key preparation components for IB internal and external assessments.

### **Assessment in MYP**

Our goal is for students to become fully accustomed to the MYP criteria and proficient at both the formative and summative assessment processes. Assessments will differ from classroom to classroom but the standards remain the same. MYP Assessments will be reviewed and revised if necessary, along with MYP Unit Plans, on a quarterly basis. This is to ensure that assessments are standardized across subject areas and Unit Plans reflect what is being assessed in each subject area.

Students will be assessed in the MYP subject areas with clear, defined objectives provided by the MYP criterion and state standards. MYP teachers will administer district mandated assessments alongside self-created assessments to gauge and monitor student learning. Teachers will meet by subject area quarterly to create aligned and/or review assessments in unit plans that will be based on the 8-point MYP grading rubric (see scale below). A minimum of two MYP rubrics will be required per grading period; totaling 4 per semester and 8 annually. Students will be assessed on the content of the unit aligned to the Florida B.E.S.T standards and/or Florida Next Generation Sunshine State Standards. All

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assessments will be modified for students with Individualized Education Plans or 504 Plans in compliance accommodations/modifications.

Formative assessments will be any assessment utilized during the instruction and delivery of the instructional unit that will provide teachers with in-time progress monitoring; assessment for learning. These assessments will provide feedback gauging student learning towards the learning goal/objectives so that modifications and/or reteaching can be implemented. It is an assessment of student performance.

Summative assessments will be any assessment used to evaluate student learning at the end of the instructional unit using standards and/or benchmarks. These assessments will evaluate students' retention of the learning goal/objectives. This will allow teachers to reflect on instructional strategies, strengths and areas for improvement.

Submitting late assignments will be in compliance with the school and Palm Beach County School District policies.

<b>MYP Criterion Scale</b>	<b>Palm Beach County School District Grading Scale</b>
8	98-100
7	94-97
6	89-93
5	80-89
4	70-79
3	60-69
2	51-59
1	0-50

At the end of the MYP, students submit a culminating project that gives them an opportunity to showcase their knowledge and celebrate their learning.

→ **MYP at Conniston:** Community project

- ◆ All departments at CMS utilize rubrics for assessment that are aligned to the IB MYP guidelines and criteria. Formative assessment is continually planned for and conducted in all MYP units across the curriculum, and includes data taken during class work and class discussions. Summative assessments are

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planned for and detailed in MYP Unit Plans, and are assessed through the use of IB-aligned rubrics, with opportunities for growth and development provided to all students based on feedback.

→ **MYP at Forest Hill:** Personal project

- ◆ Register year 5 candidates for Personal Project submission in October
- ◆ Showcase Personal Projects for year 5 candidates at school site in January/February
- ◆ Submit teacher assessed totals and Personal Project samples for Year 5 candidates in April

## **Assessment in the DP**

### **Internal assessments**

These are components of IB courses that are assessed by the teacher and moderated by the IB. Internal assessments allow IB students to demonstrate their knowledge and skills outside of exam conditions, while also building in opportunities for individual choice so students can explore areas of personal interest within their course subject matter. Examples include: oral exams for language courses, research papers for mathematics courses, laboratory experiments for experimental science courses, and work samples from other IB courses.

Teachers are expected to grade internal assessments using assessment criteria and standards provided by the IB. Teachers work together in PLCs to score sample assessments and compare their own scoring with that of the samples in order to standardize assessment. Teachers with common courses collaborate on scoring, comparing marks and discussing any discrepancies in PLCs. To further verify that teachers are grading internal assessments according to IB standards, teachers also send samples of internal assessments to the IB for moderation. These samples are chosen by the IB, and student marks may be adjusted as a result.

### **External assessments**

These are components of IB courses that are assessed by external IB examiners. All courses except for Group 6: The arts have May examinations allowing students to apply their knowledge of course content gained over the one or two years of the course. Exam questions are typically open-ended and require students to respond to data sets, case

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studies, extracts, and/or knowledge outlined in the course syllabus. IB examiners score exam papers using established assessment criteria to ensure fairness and reliability.

In a few IB courses, there is an additional external assessment used as part of the student's overall IB score. For example, Language A: Language & literature requires the completion of an HL essay which is externally assessed. This additional external assessment gives students a chance to demonstrate their writing skills outside of exam conditions.

At the end of the DP and CP, students submit a culminating project that gives them an opportunity to showcase their knowledge and celebrate their learning.

- **DP:** Extended essay
- **CP:** Reflective project

### **District requirements related to assessment**

The School District of Palm Beach County requires that teachers use SIS software to record and communicate student grades. Grades should be periodically updated into the district network and immediately become accessible to parents and students. Each department maintains unique categories for weighting grades. Teachers are expected to enter 2 grades a week into the SIS system and directly communicate with parents/guardians when a student is failing to meet expectations.

The School District of Palm Beach County requires that final grades be reported on the following scale:

<b>IB Criterion Scale</b>	<b>Palm Beach County School District Grading Scale</b>
8	96-100
7	95-90
6	89-86
5	85-80
4	79-70
3	69-66
2	65-60
1	59-56
0	55-0

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The School District of Palm Beach County requires that schools administer a battery of diagnostic tests. The diagnostic tests students' abilities in reading, mathematics, and science. They are formulated to predict the level of student achievement within each summative subject area test.

## **State and national requirements related to assessment**

Beginning with the 2022–23 school year, Florida's statewide, standardized assessments in Reading, Writing, and Mathematics will be aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.). The Florida Assessment of Student Thinking (FAST), which includes VPK through grade 10 Reading and VPK through grade 8 Mathematics assessments, will be administered as a progress monitoring assessment, which students will participate in three times per year. B.E.S.T. assessments that are not part of the FAST progress monitoring program include grades 4–10 Writing and end-of-course (EOC) assessments in Algebra 1 and Geometry.

The Bureau of K-12 Assessment is responsible for all aspects of Florida's K-12 statewide student assessment programs, including developing, administering, scoring, and reporting the results for assessments aligned to Florida's academic standards. The primary goal of these assessments is to provide information about student learning in Florida, as required by Florida law (*see Section 1008.22, Florida Statutes*). With the new Florida standards in place to help Florida students succeed, the Florida Standards Assessments (FSA) in English Language Arts (ELA), Mathematics, and end-of-course (EOC) subjects (Algebra 1, Geometry, Biology, and U.S. History) will serve Forest Hill students by measuring education gains and progress. Each student's scores are broken down by skill set in order to facilitate remediation when necessary. Teachers receive training in data analysis and implementation of remediation.

## **Expectations of key stakeholders**

### **School responsibilities**

- Ensure collaboration and awareness on teachers' part of student workloads as well as grading and feedback processes across DP courses

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- Provide opportunities for parent, student, and teacher feedback on assessment and grading practices
  - Ensure that teachers set and use consistent expectations of grading and feedback in the DP courses
  - Provide a platform for teachers to use to report grades (Google Classroom, SIS)
  - Ensure that parents and students know that course grades in SIS are different from examination grades for the IBO
  - Follow district and state guidelines for reporting grades
  - The IB coordinator registers students for May exams in October

### **Teacher responsibilities**

- Maintain a collaborative calendar of key assessments to balance student workload
- Provide meaningful, criterion-based feedback to students and parents
- Maintain transparent and consistent grading expectations
- Reinforce habits of reflection and inquiry by providing students dedicated, structured opportunities for criterion-based peer feedback and self-assessment
- Allow students opportunities to reflect on and use teacher and peer feedback to make improvements to their work
- Maintain a regularly updated grade book per district guidelines (2 grades per week)
- Follow district expectations for reporting grades at progress periods
- Communicate with parents/guardians when a student is failing to meet course expectations

### **Student responsibilities**

- Employ effective time management skills to meet deadlines
- Communicate with their teachers and/or the IB Coordinator when there are challenges and issues with managing time or a concern about grades
- Maintain consistent awareness of grades and progress in Google Classroom and SIS
- Use any feedback provided to make adjustments to work

## **Assessment committee**

### **Forest Hill Community High School**

Justin Boruch, MYP/DP/CP Coordinator  
Michael Aronson, Head of School  
Kara Verge, Theory of Knowledge Teacher  
Camella Slydell, IB Assistant Principal

### **Conniston Middle School**

Eric Fasone, MYP Coordinator  
James Thomas, Head of School  
Josh Widerman, Literacy Coach  
Javier Ortolaza, IB Assistant Principal