



Pueblo West High School

IB Assessment Policy

Revised April 28, 2015

What PWHS teachers believe to be true regarding assessment:

Assessment is an integral and complex part of the learning process. It allows students and instructors to see deficiencies between what has been taught and what students have learned. It allows students to focus on their own personal strengths and weaknesses, and allows stakeholders in the educational community a source of accountability for programs. Assessment can occur in a variety of manners that allow the student to demonstrate understanding in various ways.

Teaching, learning, and assessment are interdependent. While the primary goal of assessment in the learning environment should be to serve as a compass for the learner and the teacher, the interdependency of the entire educational process will benefit the student in multiple ways including in the IB Diploma Programme, at the college level, in the job setting, and beyond. Assessment, if done well, should allow feedback between the student and teacher in order to meet the needs of the student. The classroom teacher is also a beneficiary of the assessment process through the collection of data that ultimately should lead to effective classroom practices.

Why am I assessed?

1. To provide feedback for the student for the purpose of improvement.
2. To provide feedback for the student in relation to how their performance relates to the criterion-referenced used worldwide by IB.
3. To provide data for the teacher in order to improve instruction.
4. To provide a report of progress to parents regarding their child's progress.
5. To provide the teacher with information regarding a student's depth of knowledge on a particular topic.
6. To provide information to college admission offices, scholarship committees, and future employers.
7. To provide accountability to both students and teachers regarding teaching and learning.

8. To provide the opportunity to practice mentally for future assessments required by universities/colleges, IBO, employers, as well as other experiences in life which require assessment.

How am I assessed?

Assessment can be used for formative purposes that are not necessarily used to determine a grade. Assessment can also be summative which tests the student’s understanding and knowledge as a culminating activity in the learning process. This type of assessment allows the student to demonstrate achievement and serves as an accountability tool for students, parents, teachers, and other educational stakeholders.

Assessments can include but are not limited to interactive oral presentations, individual oral commentaries, experimental field work with laboratory write-ups, case studies, essays, written assignments, literature analysis, visual presentations, investigative workbooks, multiple choice assessments, quizzes, formal tests, portfolios, reflections, journals, skits, performances, and studio work.

Assessments could be used to determine prior knowledge, assess the progress of student or determine the outcome of a particular unit of study.

IB teachers incorporate IB materials including released practice exams, criterion-based rubrics, IB examiners’ comments, and exemplar papers completed by former IB students in order to model and provide students with the knowledge of the level of achievement that will be required on an IB exam.

In addition to standard assessments mentioned above, IB also requires **internal** as well as **external** assessments. Internal assessments are assessments required by IB given by the classroom and assessed by the classroom teacher. The internal assessment grade given by the classroom teacher is then moderated by IB as a “check and balance” to ensure that the teacher is assessing correctly. External assessments are the IB exams that are taken by students during the month of May, administered by the IB DP Coordinator, sent to IB and assessed by graders throughout the world. Both internal and external assessments carry a percentage weight in the overall score of 1-7 that the student receives as his IB grade for the course.

What types of assessment practices can I expect to see?

Assessment	Purpose	Format
Formative	To provide feedback in a non-threatening manner that allows a student’s ability to develop without assessing the achievement	Class discussions, short answers, performances, journals, homework exercises, Socratic seminar, practice IB

	level of the student.	exams, etc.
Summative	To allow the student to demonstrate achievement of a particular skill	Unit exams, essays, research papers, literature analysis, lab reports, practice IB exams, etc.
Homework	To allow the student to practice particular concepts outside of the classroom setting.	Reading, study, annotating, doing problems, taking notes, etc.
Internal	To allow students to demonstrate knowledge of the content area within the classroom setting	Interactive orals, individual oral commentaries, laboratory write-ups, case studies, historical investigations, investigative workbooks, portfolios, mathematical explorations, etc.
External	To allow students to demonstrate content knowledge in a formal exam setting outside of the regular classroom.	IB refers to the May exams as Papers. All courses with the exception of IB Visual Art have at least two papers completed in May. Higher Level courses typically have three papers to complete.

How will I know that I am being assessed fairly?

Unlike norm-referenced testing that compares individual test takers to one another, IB uses criterion-based testing. Students are required to meet certain levels of achievement as outlined in the IB rubrics provided for each course. It is imperative that students and parents understand how an IB score of a 1-7 will be achieved. In order to understand this, thorough study of the IB rubrics followed by discussion of the IB rubrics with the respective teacher is critical.

Students and parents may also refer to the document “Grade Descriptors from September 2014/January 2015” which is posted on the school website in order to understand more clearly what the grades of 1-7 indicate in each content area.

How does my grade in PowerSchool relate to my IB score?

IB Scores and grades awarded for the class for high school graduation are two separate things. IB awards grades based solely on the IB required internal and external assessment. Achievement grades for courses often include homework, participation grades, unit tests, class discussions, etc. IB awarded scores do not affect a student’s ability to graduate. Likewise, an achievement score awarded by a teacher in relation to mastery of the classroom content does not affect the score that

IB awards. Grades for classes will be awarded on a scale from 0-100%. IB-awarded scores are on a scale of 1-7.

How will I know how I am doing in a class?

Students and parents have 24/7 access to PowerSchool to check a grade for a class. The grade in PowerSchool is a starting point for conversations on a student's achievement level in relation to the IB assessments. The dialogue about the grades in PowerSchool in relation to the IB assessment rubrics is a conversation that students should have with their respective instructors regarding their performance. A grade of an "A" in PowerSchool does not necessarily correspond with the IB grade of a 7. Likewise, an IB grade of a "1" does not necessarily correspond with the PowerSchool grade of an "F".

Should a student not be performing well in an IB class, the IB teacher will consult with the IB DP Coordinator to set up a meeting to discuss the student's options for continuation of the course before the testing fees are due on October 1st of the testing year.

How will teachers check the authenticity of my work?

Many teachers require students to submit work to www.turnitin.com. This is an excellent tool for students to use in regards of checking their paraphrasing abilities and to self-assess their work. Students are expected to follow the code of conduct as outlined in the Academic Honesty Policy for Pueblo West High School.

What are my timelines and deadlines for assessments?

On the school website, students can access the IB Event Calendar. It includes dates for Internal Assessments as well as External Assessments required by IB. The due dates for Internal and External Assessments are non-negotiable deadlines. If a student misses an internal or external assessment, he will not qualify for a score awarded by IB.

Deadlines are a reality of life for everyone. In each classroom with assignment, some deadlines are more flexible than others. As a student, you should be sure to read thoroughly the course guidelines of each teacher in relation to their policies on missed work and late work. Deadlines set by teachers for work within the classroom that is not assessed by IB are decided by each respective teacher.

When will this Assessment Policy be revised?

Review and revision of the Assessment Policy will occur every two years. All Pueblo West High School IB teachers will be invited to be part of the review committee. It is the responsibility of the IB DP Coordinator to ensure that the review process happens and organize professional development meetings to address the revision of the current policy. It is also the responsibility of the IB DP coordinator in conjunction with the oversight of the Pueblo West High School administration to implement the regulations as outlined in the Assessment Policy.

The main focus of the revision of the IB Assessment Policy will always focus on what is best for student achievement, what is best practice for the IB success rate of each student, and what is ethical teaching practice.