

Pensacola High School

International Baccalaureate Diploma Program

Assessment Policy

Philosophy:

The mission of the International Baccalaureate Program at Pensacola High School (PHS) is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Furthermore, the purpose of the assessment policy is to support student learning by fulfilling the following criteria:

- Assessments of various types determine the effectiveness of teaching
- Assessments can and should take various forms and methods
- Assessments are used to monitor the progress of student learning
- Assessments should provide students with a learning opportunity
- Effective assessments provide feedback to teachers, students, and parents in order to improve/revise instruction in the classroom and student study habits
- Assessments should reveal what the student knows and understands
- Assessment results should be used to help parents understand and support what is going on in the classroom
- Assessments should allow all stakeholders to see evidence of learning
- Parents and students have access to students' grades using FOCUS (electronic grade reporting system)

Purpose:

Assessments are designed to be indicators of learning, as such, they are critical tools used to develop effective teaching and should provide parents, teachers, and administrators with information to support student development.

All assessments within Pensacola High School are designed to focus on content knowledge, academic growth, and the development of skills that will promote student success in high school and in future endeavors. Academic growth is monitored through various types of assessments. Assessment types include formative and summative evaluations. Students are also evaluated based on benchmarks, rubrics, and criteria from the International Baccalaureate Organization, the Florida State Standards, and the School District of Escambia County.

Types of Assessments

Formative Assessment:

Formative assessments are used on a daily basis within our school to measure what the students' knowledge and experience may be in order to know how to proceed with the lesson and learning goal. Teachers use a variety of assessment forms from verbal assessments to pre-tests in order to monitor student learning.

Some formative assessments are utilized as gradebook grades while others assessments are used by teachers to monitor progress. Formative assessments offer insight to the teacher, students, parents, and administration as to the level of mastery for each student as well as what concepts need to be reinforced. Feedback is essential and should be given frequently by the teacher. Formative assessments should also be used to make instructional decisions. Each assessment should focus on developing necessary skills, critical thinking and content knowledge.

Formative assessments may include, but are not limited to:

- Quizzes
- Homework
- Response Logs
- Journals
- Rough Drafts

Summative Assessment:

Summative assessments are given at the end of a teaching unit or concept for the purpose of evaluating mastery. These assessments measure the students' knowledge and skill set against pre-determined criterion. Assessments allow students to progress from their formative experiences and act as the integral source of the students' grade. Timing and expectations should be clearly communicated ahead of time and teachers will strive to minimize overlapping summative assessments across more than two subject groups. To assist with this matter, teachers will use the IB calendar to document their assessments to evenly spread the load. Significant advanced notice should be provided for all major projects and marked on the IB calendar.

Summative assessments may include, but are not limited to:

- Chapter tests
- Semester exams
- Final draft lab reports
- Research papers
- Oral assessments
- Final draft essays
- Major projects

The level of mastery is determined by a rubric for the assessment which is also communicated to the students in advance (where appropriate) and the grade is recorded in FOCUS.

Homework and Independent Practice:

Homework should be provided for the purpose of supporting student learning or demonstrating achievement. Homework can be utilized for grade generation as well as class discussion. It should be purpose-driven and linked closely with the aims of the coursework at hand. Teachers should maintain a manageable amount of homework to not overwhelm students.

Giving IB Practice Assessments:

Assessments should be given at times to provide students an indicator of performance and level of mastery. Because IB Exams are criterion referenced, it is important for students to understand progress toward mastery of the criterion. IB Exams from previous years, in conjunction with the corresponding mark schemes, should be used as academically relevant during the first year of the Diploma Program in each course. Students in the second year of the Diploma Program should experience more frequent exposure to previous IB exams throughout the entire school year.

Local Requirements:

It is the policy of the Escambia County School District that students will receive a minimum of one grade each week of a marking period. This grade is to enable parents and students to monitor progress and performance. The number of grades, and types of assessments offered will vary by grade level and subject. Although the IB score should be reflective of the class, this is dependent upon the student performance on exam day. Students need to understand the value of classroom grades as well as IB scores.

Successful completion of all courses in student's progression plan is a requirement to earn a Diploma from the Escambia County School District. Successful completion of courses is determined based upon the following grading scale used by Pensacola High School. Course credit is earned by obtaining a scale score of 60% or higher.

- A 90-100 %
- B 80-89 %
- C 70-79 %
- D 60-69%
- F 59% and below

In addition to course completion for graduation, students must show proficiency for the state benchmark assessments such as Florida Standards Assessment (FSA) in English Language Arts, and End of Course assessments in Biology I, and Algebra I. These assessments are used to evaluate student proficiency in the subject areas and in some cases award class credit.

IB Grading System:

Each teacher has developed a conversion system from IB scores to the Escambia County grading scale for every IB course in the 11th and 12th grade. This conversion can be found on each teacher's syllabus as a reference. One example is as follows:

Mr. Jones-IB Contemporary History 2

- 7: 98-100%
- 6: 93-97%
- 5: 88-92%
- 4: 83-87%
- 3: 78-82%
- 2: 70-77%
- 1: 60-69%

IB Diploma: 11-12th grade:

There are two crucial IB assessments that are calculated to determine the final IB score for each subject:

1. External Assessment (IB Exams):

IB External assessments are mandatory assessments that are completed during 11th and 12th grade that are not scored by the classroom teacher. External assessments are mostly IB exams that are administered during the May testing session and they are sent directly to IB examiners for evaluation. It is very important to note that students must take the external assessment (IB exams) on the assigned test date. There are no alternative test dates given for IB exams. Students who miss an exam risk their eligibility for the IB diploma or finishing the IB program. Written assignments for English and Language Acquisition courses (Spanish and French) are another form of external assessments that are completed in class and at home but are externally assessment by IB examiners. Students who do not complete the written assignments are also risking their eligibility for the IB diploma and also dismissal from the program.

2. Internal Assessment (IA):

Internal assessments are mandatory assessments completed during 11th and 12th grade that focus on skills as well as the subject content. Students who fail to complete their internal assessment can be dismissed from the IB program. These assessments are graded by the classroom teacher using the rubric published by IB. If two or more teachers are responsible for a subject's internal assessment, the teachers will exchange samples and compare marks to standardize score before submitting to IBO. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. In addition to the internal assessments effecting the final IB score for each subject, internal assessments also serve as a classroom grade which contribute to the students' school grades.

Examples of this type of assessment include, but are not limited to:

- Oral presentations
- Individual Investigation (Research Laboratory Project)
- Math exploration or projects
- Investigations or Reports (e.g. Papers)

Some additional information regarding Internal Assessments:

- Varies per subject (e.g. English includes oral assessment and written assignment)
- Completion of internal assessments are typically over a period of time during the school year
- As mentioned above, graded by classroom teacher and moderated by IB to determine score
- It is not "only" the external exams that determine score but internal assessments are calculated to determine the final IB score for each subject (see chart below).

Group 1: English A HL	External Assessments: 70% ❖ Written Examination, Papers 1 and 2 45% ❖ Written Assignment (complete in and outside of school) 25%
	Internal Assessments: 30% ❖ Oral Presentation ❖ Oral Commentary
Group 2: French or Spanish SL	External Assessments: 70% ❖ Written Exam, Papers 1 and 2 50% ❖ Written Assignment 20%
	Internal Assessment: 30% ❖ Individual Oral 20% ❖ Interactive Oral 10%
Group 3: History HL	External Assessments: 80% ❖ Written Examination, Papers 1, 2, and 3
	Internal Assessments: 20% ❖ Historical Investigation
Geography SL	External Assessments: 75% ❖ Written Examination 1 and 2
	Internal Assessments: 25% ❖ Written Report
Group 4: Sciences Biology, Chemistry, Physics SL/HL	External Assessments: 80% ❖ Written Examinations, Papers 1, 2 and 3
	Internal Assessments: 20% ❖ Group 4 project (Individual Reflection Required) ❖ Individual Investigation (Research Laboratory Project)
Group 5: Mathematics HL/SL or Math Studies SL	External Assessments: 80% ❖ Written Examinations, Papers 1 and 2
	Internal Assessment: 20% ❖ Exploration or Project
Group 6: The Arts Theatre Visual Arts Music	Theatre Arts SL/HL: ❖ External: Solo theatre piece HL only-35% Director's notebook SL-35% HL- 20% Research Presentation SL-30% HL-20% ❖ Internal: Collaborative Project SL-35% HL-25%
	Visual Arts HL/SL: ❖ External: Comparative Study 20% Process Portfolio 40% ❖ Internal: Exhibition 40%
	Music HL/SL: ❖ External Assessments- Written Examination, Musical Investigation paper 50% ❖ Internal Assessments - 50% SL picks one; HL picks two of the following: ▪ Solo Performance in the form of recitals ▪ Group Performance in an ensemble ▪ Music Composition

IB anticipated candidates (IB Juniors) and diploma candidates (IB Seniors) are registered by the IB Coordinator and will take their external assessments in May. Once the scores have been finalized calculating the external and internal assessments, IB determines a final score. Below is the rubric:

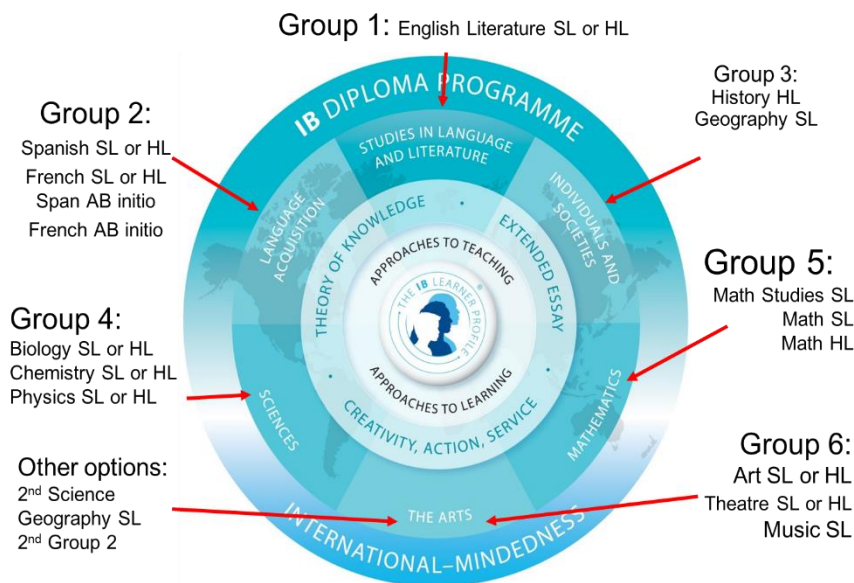
- 7-Excellent
- 6-Very Good
- 5-Good
- 4-Satisfactory (Passing)
- 3-Mediocre
- 2-Poor
- 1-Very Poor

Students who receive an accumulation of 24 or more points in their six IB subject areas will receive the IB Diploma. Please note all students who complete the IB program will receive their traditional diploma at the end of their senior year regardless of whether they receive their IB diploma or not.

Students must take IB assessments in six categories:

- Group 1: English
- Group 2: French or Spanish
- Group 3: History or Geography
- Group 4: Biology, Chemistry, or Physics
- Group 5: Math Studies, Math SL, Math HL
- Group 6: The Arts or another Group 2-4

Curriculum options in the PHS IB program



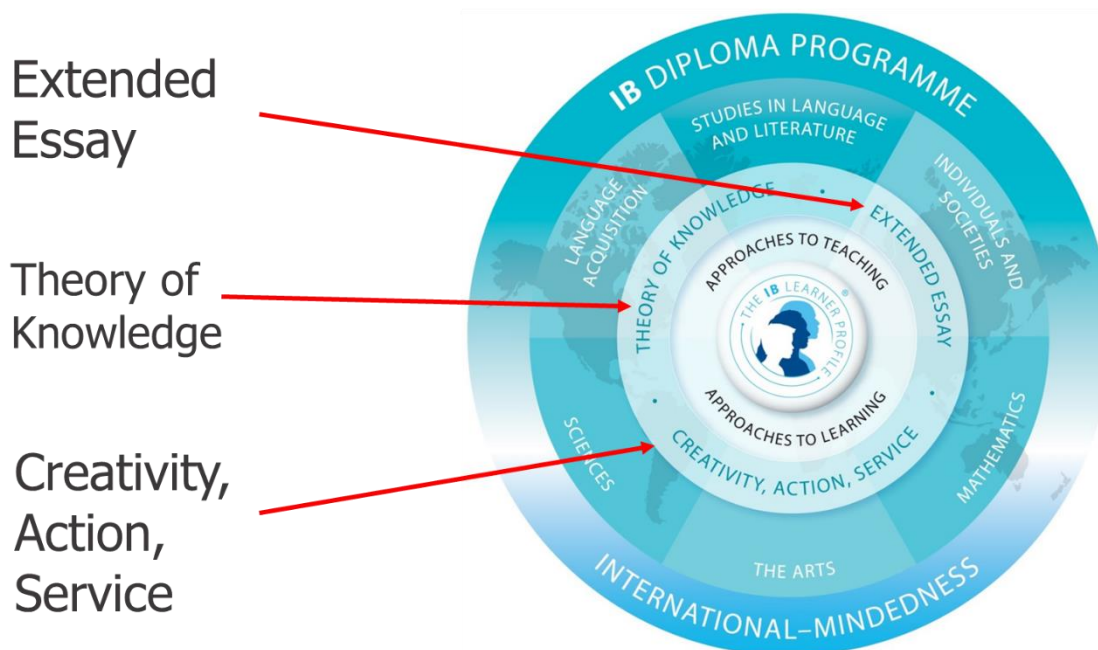
At least 3 subjects must be taken at the “Higher Level” and 3 must be taken at the “Standard Level.” Some students may choose to take 4 HL and 2 SL.

<p>HL Options: 2 years sequence</p> <ul style="list-style-type: none"> -English -History -Biology, Chemistry, Physics -Visual Arts -Theatre -French/Spanish -Math HL (Algebra II required in 9th grade)
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<p>SL Options:</p> <ul style="list-style-type: none"> -Geography 2-(1 year course only) -Spanish/French -Math Studies -Math SL (Calculus) -Visual Arts -Theatre -Additional Science: Biology, Chemistry, Physics -Music
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The center of the IB circle is integral and includes three core areas that are requirements for the diploma.

CENTER of the CIRCLE



Additional Diploma Requirements	Criteria
* Extended Essay -students begin writing in junior year and finish senior year.	-4000 word independent research based essay -Must pass to get IB Diploma (see rubric below)
* Theory of Knowledge (TOK) -course that begins junior year and continues senior year.	-External Assessment: TOK Essay with yearly prescribed titles -Internal Assessment: TOK Presentation -Must pass to get IB Diploma (see rubric below)
Creativity, Action, and Service (CAS) - begins junior year until senior year	-18 month service project, meeting 8 learning outcomes with a required 100 hour time commitment evidenced by documentation and reflections -See CAS handbook on website for more information -No grade given but required to complete for diploma

The following rubric is for Theory of Knowledge and Extended Essay:

- A-Excellent
- B-Good
- C-Satisfactory
- D-Mediocre
- E-Elementary (Fail-No Diploma Awarded)
- N-No Grade

Students can earn bonus points towards their diploma for their Extended Essay and Theory of Knowledge by being awarded certain scores by IB examiners. As a reminder, students must earn 24 points or more to receive their IB diploma. Bonus points can assist students who are lacking to total number needed for the IB diploma. Please see the matrix below:

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
A-Excellent B-Good C-Satisfactory D-Mediocre E-Elementary (Fail) N-No Grade	Excellent A	3	3	2	2	1	N
	Good B	3	2	1	1	0	N
	Satisfactory C	2	1	1	0	0	N
	Mediocre D	2	1	0	0	0	N
	Elementary E	1	0	0	0	Failing condition	N
	Not submitted	N	N	N	N	N	N

The following conditions below will exclude students from getting their IB diploma.

Failing Conditions for IB Diploma:

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Student Responsibilities

- Successfully complete all diagnostic, formative, summative, standardized, and end of course assessments
- Maintain a cumulative unweighted grade point average of 2.75
- Strive to achieve characteristics indicated on the IB Learner Profile
- Meet deadlines for classroom assignments, initial and final drafts for IB assessments
- Follow deadlines as outlined on the IB assessment calendar
- Maintain relationships with Extended Essay Supervisor
- Develop study skills and time management skills to maximize potential for success
- Assume responsibility for learning by being proactive in seeking help, monitoring progress on FOCUS gradebook, and reflecting on the strengths and weaknesses revealed through class assignments and assessments
- Understand and adhere to all requirements for academic honesty as outlined by the Academic Honesty and Integrity Policy of Pensacola High School IB Program

Parent Responsibilities

- Monitor student progress using FOCUS gradebook
- Discuss assignments and assessments with student frequently to show support and encourage student achievement
- Contact the teacher if questions or conflicts arise so teacher will have the opportunity to address the issue in a timely manner
- Attend IB parent meetings and presentations

Teacher Responsibilities

- Refer to the IB Online Curriculum Centre often in order to stay current on curriculum and assessment changes
- Follow deadlines outlined by the IB Assessment Calendar
- Submit appropriate documentation to the IB Coordinator by prescribed deadlines, i.e. verification reports, data collection forms, IA samples, predicted grades
- Refer to the IB assessment calendar before scheduling major assessments and projects
- Provide assessment rubric explaining conversion from IB rubric to American grading system
- Maintain appropriate communication regarding student progress with IB Counselor and IB Coordinator
- Communicate with students and parents frequently regarding student progress
- Analyze assessment data to identify patterns of student performance
- Work collaboratively with other teachers to assess instructional strategies leading to student achievement
- Use a variety of instructional and assessment strategies to differentiate instruction
- Provide timely written and verbal feedback on student assignments and assessments
- Assign meaningful assessments
- Participate in the review, revisions, and updates to the assessment policy

IB Coordinator Responsibilities

- Distribute IB assessment materials to teachers
- Schedule IB training for all new IB teachers
- Schedule IB training and Professional Development for IB Diploma teachers when the subject curriculum is revised or changed
- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies
- Register juniors and seniors for IB exams
- Supervise IB testing and monitor testing conditions
- Monitor the extended essay process and CAS progress
- Set deadlines to ensure all IA Assessments, extended essay, and sample sets arrive at the appropriate destinations on time
- Coordinate review, revisions, and updates to assessment policy on an annual basis

Assessment Policy Committee Members:

Craig Butcher- TOK

Tom Pennington- Group 1

Emma Powers-Group 1

Kimberly Teasley- Group 2

Michael Jones- Group 3

William Rose-Group 3

Karen Atkins- Group 4

Jim Bobbitt- Group 4

Melanie Gibbs- Group 5

Andrea Cain-Group 6

Alita Cain-Group 6

Brenda Sutton-ESE representative

Alyssa Simmons-IB Counselor

Laura Nelms Brewer- IB Coordinator

References and Resources

Diploma Programme assessment: Principles and practice. IBO, 2010.

Diploma Programme: General Regulations. IBO, 2011.

Guidelines for developing a school assessment policy in the Diploma Program. IBO, 2010.

Rules and Procedures of the District School Board, Escambia County, Florida

Assessment Policy of Vangaurd High School, Marion County, Florida

Assessment Policy of South Fork High School, Martin County, Florida

Assessment Policy of Coral Gables High School, Miami Dade County, Florida