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VHS IB PROGRAMMES ASSESSMENT POLICY

Philosophy and Goals

The primary purpose for assessment and evaluation is to help students learn and teachers teach. A student's successful completion of the International Baccalaureate programme depends on successful performance on a comprehensive series of criterion-based examinations and assessments. In such assessments, the work of students is evaluated in relation to pre-established criteria rather than assessed in comparison to the performance of other students or based on students' apparent effort. Effective assessment will measure a students' ability to demonstrate the following: knowledge, understanding, recollection, application, analysis and synthesis.

The purposes for assessment include:

- To help the teacher and student anticipate future performance and plan for future instruction.
- To enable students to demonstrate mastery of the subject matter.
- To allow students to demonstrate learning in multiple ways.
- To allow the teacher to provide feedback to the student.
- To engage learners in self-reflection and analysis of their own learning.
- To help students synthesize key concepts within the IB curricula.
- To provide goal-setting for both students and teachers.

Purpose

Our assessment policy is designed to help the VHS IB programmes achieve the following goals:

- To honor and respect varied and diverse learning styles.
- To help students master the facts and concepts that are essential for learning and to foster and expand student learning opportunities.
- To help uphold the mission of IB and its subject areas' aims and objectives.
- To promote the idea that all assessment should be related to the demonstration of skills and knowledge that are critical to post-secondary school success and life-long learning.
- To inform parents of programme procedures and policies in the VHS IB programme.
- To raise the dialogue and programme standards as to the inherent inter-connectedness of teaching, learning, and assessment.

Grading Scale

It is required that IB administration and faculty abide by the policies and procedures of the Sarasota County School District, including the grading scale, posting of grades and formal grading reports.

Internal and External Assessments

Teachers of IB subject areas should make clear to students the connections and associations between course grades and IB rubrics and marks. Both internal assessments, as well as work to be marked externally, should be directly transferrable to course grades, whenever possible. A master calendar of IA marks, and other significant papers and assignments, must be created and adhered to, in order to respect student stress and assist in overall achievement. DP and CP course teachers will be responsible for recording and reporting Internal Assessment scores to the IB.



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Principles of Assessment

- Students have and understand the criteria upon which they are assessed.
- Assessment should account for a variety of learning styles by using a variety of assessment tools and strategies.
- Assessment should be criteria-referenced, i.e. students are assessed against a pre-established criterion, as well as formative assessment strategies designed by the teacher to assist them in reaching their individual potential.
- Assessment should measure what students know, understand, and can apply.
- Different assessment tasks will be weighted according to complexity, length, and relative importance.
- At the end of each reporting period, semester and final grades should reflect the level most consistently achieved by the student.

Reporting of Objectives, Skill Mastery, Criteria, and Standards

These are reported through the following:

- Facts Sheets
- Syllabi
- FOCUS/Schoolology
- Teacher Reflections
- Student Self-Reflections
- Collaborative Planning
- Teacher Feedback

Assessment Types

- **Performance-Based Assessment-** Including Internal Assessments, Oral Presentations, Digital Portfolios, and Collaborative Work
- **Formative Assessments-** Include quizzes, critiques, peer evaluations, varied writing styles, and portfolios. Formative assessment should be done throughout the quarter, semester, and year and should be based on concept conclusion.
- **Summative Assessments-** Include IB criteria/mock exams, midterm/final exams, formal orals, labs, focused interviews, multidisciplinary projects, and subject-area investigations. These are generally given at the mid-year and final grading windows.
- **Homework-** The central purpose of homework is to support learning and demonstrate learning in class. The amount of time spent on homework will vary significantly depending on ability, focus, and language fluency.
- **Summer Assignments-** By School Board policy, these cannot be mandatory. IB students should complete these assignments in order to enhance their educational growth.
- **Extensions and Extra Credit-** Are at the discretion of the teacher and on an individual basis.