

IB Assessment Policy of Tates Creek High School

TCHS IB teachers use both formative and summative assessment to guide instruction, to determine the individual needs of students, and to reflect upon potential adjustments that may be needed to strengthen the success of the program.

The Purpose of Assessment is to:

- To measure and communicate content mastery to students, parents, and teachers.
- To provide consistent feedback for the growth of both teachers and students.
- To evaluate the effectiveness of instructional program.
- To provide guidance for program improvement

TCHS IB Assessment Policy States:

- Assessments should measure comprehension and the effectiveness of instruction.
- Students are not to have more than 2 major summative assessments in one day in order to better ensure the management of stress.

Formative and Summative Assessments:

Formative assessments

Examples of formative assessments include daily discussions, quizzes, daily homework assignments, in class assignments, and reflections. These types of assignments are used to provide students with ongoing feedback as it pertains to understanding and growth. Teachers are to use these assessments to guide and differentiate instruction. Teachers are required to make formative assessments 50% of the final grade. Grades are to be updated weekly so they are accessible online through Infinite Campus.

Summative Assessments

Examples of summative assessments include exams, unit projects, presentations, Internal Assessments, portfolios, and performances. These assessments should reflect the content and rigorous nature of IB assessments. Summative assessments should be scored using criteria (i.e rubrics) in line with IB assessments. Teachers are to communicate how scores marked with an IB rubric translate to a grade in the gradebook. Teachers are required to make summative assessments 50% of the final grade. Grades are to be updated weekly so they are accessible online through Infinite Campus.

Internal Assessments

Teachers are instructed to use the IB Programme Resource Center to download samples of IAs in their content area to ensure mastery of the criteria in place for that assessment. It is crucial for teachers to grade objectively and by the standards the IB has established. Teachers with shared content (content that is taught by two different teachers over the junior and senior year) are advised to collaborate to continually evaluate the IA process in terms of consistency and objectivity. Teachers that teach the same IB course are to standardize the assessments of that course. Teachers that do not share content within the school are encouraged to communicate with others in the IB community to better ensure mastery, consistency, and objectivity as it relates to the IA.

Common practice in using the IB assessment criteria and determining achievement levels

- IB teachers use IB mark schemes for major assessments.
- IB teachers give students feedback on assessments throughout the IB course. Students are given the opportunity to reflect, self-assess, and even challenge scores for the purpose of understanding assessments. Individual meetings between teacher and student are used to address specific areas of concern related to content.
- IB teachers are encouraged to allow students to engage in the marking/scoring process through peer review and/or the scoring of past examples using the applicable rubric.
- IB teachers have access to previous IB exams (through exam bank access as well as annually purchased exam packs) and use these exams to formulate both the content and format of their unit tests and other assessments. These exams are also used as a metric to determine mastery of content and to predict IB exam scores for each subject.
- IB teachers use IB subject grade boundaries to determine corresponding achievement levels within their class.
- IB teachers use Turnitin.com and Google Classroom to both ensure the integrity of student work and to communicate feedback for the purpose of growth.
- ManageBac is used to monitor the development of the IB core (CAS, Extended Essay, and Theory of Knowledge)

Common practice for recording and reporting student achievement as it relates to the assessment philosophy of the IB program

- Throughout the school year teachers use Infinite Campus to communicate achievement levels to both students and parents. Parents can use the online “parent portal” to access student grades.
- IB teachers at TCHS meet both as one group and in professional learning communities (PLCs) to analyze past student performances in relation to the most recent scores. Comparisons are made with student class performance and exam performance as it relates to consistency. Teachers reflect on how this comparison should impact classroom instruction in the coming year and to offer specific plans on how they might address any limitations in exam performance.

Assessment Calendar Links: The following links show deadlines for major IB assessments (e.g IAs, Presentations) for junior and senior year. This assessment calendar will be updated annually.

[Juniors](#)

[Seniors](#)

Communication of Policy: The TCHS IB Assessment Policy is posted on the Tates Creek High School IB Program website.

<https://www.fcps.net/domain/6602>

Review of policy: The TCHS IB Assessment Policy will be reviewed annually by the IB Committee and amended on an as needed basis by SBDM.