

Jefferson County International Baccalaureate School



Assessment Policy

Philosophy

The faculty and staff of JCIB are committed to excellence in teaching and learning for all students. There are 2 main goals for all students at JCIB. First, the goal is for all students to successfully demonstrate their knowledge and skills developed throughout their Middle Years Programme experience, culminating in the Year 5 Personal Project. Next, the goal of all students in the Diploma Programme is the earning of the IB diploma. Throughout their tenure at JCIB, students are offered a variety of developmentally appropriate assessments that provide authentic feedback regarding their intellectual development. In the MYP, all students will be assessed on all objectives and strands at least twice in each year of the programme. Proper planning by both teachers and students creates the balance needed to maintain the standards of the IB framework. At the beginning of the school year, the JCIB faculty meets to discuss their subject group overviews, revise units, create a calendar of Internal Assessments, major papers, and project due dates for all grade levels so that the work for JCIB students is manageable and is spread as evenly throughout the year as possible. Major extramural academic commitments (e.g. Math Team Tournaments, Foreign Language Conventions, Science Olympiad Tournaments, and Future Problem Solvers Competitions) are also placed on this calendar. In addition to enriching students' academic experience, these extramural activities provide performance-based assessments that support IB assessment requirements. Effective assessments allow teachers to monitor how each student is progressing to adjust instruction to improve achievement.

Accountability and Review

The assessment policy is a living document and as such will be reviewed and adjusted as needed. Parent meetings, letters, calendars and the JCIB websites are used to improve communication with families and the JCIB stakeholder community at large. The advent of social media and mobile applications affords teachers a variety of mechanisms to communicate course objectives, daily learning activities, and student grades. These digital platforms (e.g. Google Classroom, Remind.com, Twitter, educational blogs, etc.) allow teachers to communicate with families ensuring students remain on track towards the successful completion of the MYP and the IB Diploma. The IB Subject Guide has an Assessment Outline component to describe the general guidelines of the assessments for IB MYP and DP courses. Teachers review this with students as part of the syllabus overview. The subject outlines and assessment criteria can also be found on the school website www.jcib.jefcoed.com by clicking on *IB Programme Information*.

MYP Requirements

Standard B1.5c:

- The school has developed and implements an assessment policy that is consistent with IB expectations.

Standard C4.1:

- Assessment at the school aligns with the requirements of the programme(s).

Standard C4.1a:

- The school uses the prescribed assessment criteria for each subject group in each year of the programme.

Standard C4.2:

- The school communicates its assessment philosophy, policy, and procedures to the school community.

Standard C4.3:

- The school uses a range of strategies and tools to assess student learning.

Standard C4.5:

- The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

Standard C4.6:

- The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

Standard C4.7:

- The school analyses assessment data to inform teaching and learning.

Standard C4.8:

- The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Standard C4.9:

- The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the...MYP personal project

MYP Assessment Criteria

All teachers include their subject-specific assessment criteria (objectives and strands) during the planning of MYP units. Teachers follow the IB MYP guidelines of teaching and assessing all objectives and all strands at least twice in each year of the programme. In order to communicate clearly what the assessment criteria are for each subject group, the JCIB websites offer convenient access for all stakeholders. Furthermore, teachers communicate their criteria via their syllabus. Teachers in the MYP will assess each objective and strand using the 0-8 scale and then report to students and guardian(s) their overall 1-7 score.

MYP Achievement Levels

JCIB has a standardized system in which achievement levels are determined. Students must be assessed in the four IB subject specific criteria aims and objectives at least twice during every year of the programme. The final subject specific grade will be reported between a 1-7. This assessment process is criterion-related and this report grades progress on MYP tasks only.

IB Grade Scale
7 - Produces high quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6 - Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5 - Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledges and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4 - Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3 - Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom settings.
2 - Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical of creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.

1 - Produces work of very limited quality. Conveys many significant misunderstanding or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

MYP Achievement Reporting

The recording and reporting of the MYP assessment criteria will occur at least twice during each year of the programme. The school will utilize the JCIB International Baccalaureate Middle Years Programme Progress Report Card for reporting. This document will show levels of attainment for all criterion of all subject groups as well as an overall score.

MYP Formative and Summative Assessments

Teachers in the MYP use a variety of formative and summative assessments as documented in their individual and interdisciplinary unit planners. Teachers in the MYP utilize the performance prompt GRASPS when preparing authentic summative tasks for students to complete. Teachers offer a variety of assessments for students to practice and obtain adequate levels of mastery on all objectives and strands of their subject group.

MYP Recording and Reporting Windows

Teachers at JCIB will have two recording and reporting windows during each school year. These dates will fluctuate based on the district calendar, but the following guidelines can be used to give estimated dates:

Window 1 - Assessment criteria window for semester 1 opens 1st day of school and closes approximately in the first week of December. During the 2nd week of December, teachers will conference with students individually on their various levels of achievement as it related to the MYP criterion. During the 3rd week of December, teachers will report assessment criteria levels to students and stakeholders using the MYP Progress Report Card.

Window 2 - Assessment criteria window for semester 2 opens the 1st day for students in the 2nd semester and close the 1st week of May. During the 2nd week of May, teachers will conference with students individually on their various levels of achievement as it relates to the MYP criterion. During the 3rd week of May, teachers will report assessment criteria levels to students and stakeholders using the MYP Progress Report Card.

DP Formative and Summative Assessments

Formative assessments are frequent checks for understanding that teachers utilize to help tailor instruction to the needs of individual students. At JCIB, teachers create unit plans detailing learning targets and formative assessments for each class period. The daily learning target is posted in the classroom identifying what students should learn during the class period. The teacher uses the formative assessments to discern whether students achieved the desired

learning target(s). Also included in their unit plans are connections to the IB Learner Profile and Theory of Knowledge (ToK). As a result, teachers analyze daily feedback, monitor progress and adopt new, more effective strategies for teaching and learning to reach the intended learning targets. Furthermore, teachers provide descriptive, timely feedback so that students know what they need to practice in order to progress.

Summative assessments provide teachers with the opportunity to determine whether the students have met the appropriate level of understanding as it pertains to the IB objectives and standards. All summative assessments are added to the school-wide assessment calendar so that students will not be excessively stressed by a conflicting overload of tests. Summative assessments often model, in both format and material tested, the formal assessments used by IB itself. IB assessments along with classroom assignments, projects, and homework are calculated to determine each student's grade. Mid-term, quarter, and semester grades are made available to parents via the school's website.

Jefferson County Grading Scale

The grading scale for Jefferson county high schools and JCIB is as follows:

A	100-90	4 points
B	80-89	3 points
C	70-79	2 points
D	60 – 69	1 point

AP Courses and IB Courses receive 1 additional quality point; advanced courses earn an additional .5 quality points.

State Mandated Assessment

Jefferson County Schools participate in Alabama State Department of Education testing programs. Students in grade 6-10 participate in Performance Series testing. Students in 11th grade take the ACT. The state of Alabama currently pays for one administration of this college entrance examination (taken in the spring of the 11th grade year) so all students have an opportunity to consider all available post-high school options. Students who earn the college ready benchmark score on any of the subject tests are considered "college ready" in that area. Students in 12th grade take the ACT WorkKeys. This assessment measures key skills employers want their workers to have. Students who score at the silver level or above on the WorkKeys are considered "career ready" by the state of Alabama.

Formal IB DP Assessment

In the International Baccalaureate Diploma programme, students demonstrate learning through formal, IB-required assessments. These assessments are comprised of IAs (internal assessments) and exams (external assessments) which result in final IB marks ranging from 1 (low) to 7 (high). IB assessment is criterion-related rather than norm-referenced. This means that a rubric is used to "judge student work in relation to identified levels of attainment."

DP Internal Assessment (IA)

Internal assessments are required by the IB and are completed in 11th and/or 12th grades and are graded by JCIB teachers. Using the IB Subject Guide, teachers share the specific aims and objectives of the course along with a course syllabus approved by the school administrator. The syllabus identifies how each of these will be covered in the class and how assessments will be evaluated. Internal assessments may include but are not limited to labs and lab reports, oral assessments, portfolios and/or written essays. Students are provided IB rubrics in advance, along with specific instructions given about the expectations for the assessment. IAs serve as both a classroom grade and also as part of the student's IB course score. Teachers grade IAs using the published IB rubric. Teachers mark the assessments and submit scores and samples to IB for review. IB selects a sample of student work for review to ensure that the internal assessment scores worldwide are consistent. The use of Turnitin.com and other methods help to certify that student work is authentic and of their own creation.

DP External Assessment (exams)

External assessments are the exams which students take each year during the first three weeks of May. Each course has an exam which takes place over two days of testing. IB external assessments are not graded by JCIB teachers. The exams are administered by the school but are sent immediately afterwards to IB examiners for scoring. There are only very rare exceptions for late/alternate testing dates and this must be requested early in the second semester through the DP Coordinator to petition IB.

DP IB Course Results

Each IB course score ranges from 1 – 7 and is based on student performance on the internal and external assessments. As part of the course overview and introduction, teachers provide details on each component's impact on the overall course score. Unlike some standardized tests/programs (SAT, ACT or AP) the IB does not rely on simply one criterion to determine a score; IB uses both internal and external assessments in determining course success.

Assessment Calendar for JCIB's IB Diploma Programme

JCIB faculty work to create an assessment schedule which allows students to prepare for all of their courses and show course mastery. The IB Diploma Programme covers a two-year period, 11th and 12th grades.

JCIB faculty follow the calendar below and collaborate on the specific dates of assignments. Stakeholders are informed at the beginning of each year after the calendar meeting so plans can be made as needed. Creation of the assessment calendar is a collaborative effort and many things are taken into account: student skill development, concept mastery, holidays, time for reflection, major extracurricular events, curricular conferences and competitions. This ensures that students are able to perform at their best. Faculty consult with the IB Handbook and the DP Coordinator to keep up with changes to IB submission procedures, dates or forms.

Items in bold are IB deadlines/assessments. Items in italics are completed in either Year 1 or Year 2 dependent on student's course enrollment.

	11th Grade, Year 1	12th Grade, Year 2
August		EE rough draft
September	Creativity, Activity & Service (CAS) initial meeting	
October	Group 4 (Science) project	
November	English Individual Oral Presentation (IOP)	EE final draft due
December	<i>Math IA</i> <i>Environmental Systems IA</i> <i>Philosophy IA</i>	<i>Math IA</i> <i>Environmental Systems IA</i> <i>Philosophy IA</i>
January	Extended Essay (EE) topic approved <i>Math Studies IA</i>	English Orals <i>Math Studies IA</i> History IA
February	Chemistry IA <i>French, German & Spanish Orals</i> <i>Geography IA</i> <i>Psychology IA</i>	ToK essay due Biology IA selection <i>French, German & Spanish Orals</i> <i>Geography IA</i> <i>Psychology IA</i>
March	English IA due	ToK presentations Visual Art Portfolio Uploads: Written Assignments Groups 1 & 2 (English & Foreign Language), EEs, ToK essays
April	CAS Progress Check	CAS reflections due
May	IB Exams (anticipated) Psychology, Philosophy, Chemistry, Environmental Systems, Geography, Math 4 th year, 4 th year Languages EE outline/annotated bibliography due	IB Exams (diploma) Biology, English, History, Math Studies, Math, Language B, Psychology, Philosophy, Environmental Systems, Geography

Earning the IB Diploma

Diploma Requirements	Criteria
3 Higher Level (HL) courses and 3 Standard Level (SL) courses	Minimum 24 points overall At least 12 points in the HL courses At least 9 points in the SL courses

Theory of Knowledge	ToK Essay & Presentation Scores range from A (highest) – E (lowest)
Extended Essay	4,000-word essay Scores range from A (highest) – E (lowest)
Creativity, Activity & Service	20 months of documented service and reflections beginning fall of Year 1 (via ManageBac)

A student may earn the IB Diploma by scoring at least 24 points in their 6 courses and having successfully completed the core requirements (ToK, EE and CAS). If a student earns less than 24 points, receives a score of 2 or lower on any HL, or receives a score of 1 on any course, s/he cannot earn the diploma. A student must earn at least a score of D or higher in Theory of Knowledge and the Extended Essay to be eligible to earn the diploma, as well as ensuring that s/he has submitted the necessary reflections documenting CAS involvement. Students may earn up to 3 bonus points for notable work on their ToK and EE.

IB scores are separate from school grades. In May students are given credentials which allow them to view their scores online and the results are published in early July. IB Diplomas are usually sent to the school by September. The announcement that the diplomas have arrived is made on the website and other social media sites so that graduates or their parents are able to make arrangements to pick up their diplomas.