**W. P. Davidson High School**

**School Code 3330**

**Assessment Policy**

**Philosophy**

School Mission Statement:

“Davidson High School’s primary function is to insure that all students acquire both the knowledge and the skills necessary to become responsible, contributing, democratic American global citizens. We offer a challenging, relevant curriculum, taught by a qualified and caring faculty working in collaboration to help students succeed. Our goals can best be accomplished in a positive school atmosphere characterized by high expectations, attractive and comfortable surroundings, and the support of our parents and community.”

We consider assessment to be a tool to inform teachers, parents, and students of progress a student has made toward meeting learning outcomes. Providing consistent and effective assessment is a collaborative effort by all stakeholders.

**Assessment Practices**

**Types of Assessment**

* Informal Formative Assessments: Teachers are expected to use informal formative assessments regularly to monitor the progress of a class and/or individual students. Classroom discussion on the previous night’s reading assignment, peer reviews of practice essays or presentations, teacher review and feedback on thesis statements, and reviewing math practice as a whole class are good examples of informal formative assessments. We expect teachers to employ a number of assessments of this type prior to a formal assessment. In the IB DP, we call these assessments, Academic Enhancement Activities and if they are graded, they account for a small percentage of the overall classroom grade. The weighting for assessments is detailed in our Grading Schedule for IB Classes document, found as an appendix to this document.
* Formal Formative Assessments: Teachers are expected to use formal formative assessments at reasonable intervals throughout the grading year. Ideally, teachers are using a combination of small and large formal formative assessments. Quizzes, outlines, and drafts are good examples of what teachers may qualify as small formative assessments. Tests, papers, and presentations are good examples of what teachers may qualify as large formative assessments. We call these assessments IB Evaluation Simulations and they account for the majority of the overall classroom grade. Teachers use models similar to the IB exam, modeling format, language, time limits, etc.
* Summative Assessments: Our school provides the opportunity for all teachers to give summative assessments twice during a course. Typically, teachers give mid-term and final assessments. Our district dictates that these summative assessments count 20% of the final course grade for the grading term in which the summative assessment was given. In the IB DP, we ask that teachers use the opportunity to provide an assessment as similar to an IB internal assessment or external assessment as possible.
* IB Internal Assessments: IB DP Teachers are expected to know and understand the requirements and marking criteria for Internal Assessments in their subject area. The IB DP Coordinator and the IB DP Teachers collaborate each year to develop a calendar of school deadlines for Internal and External Assessments and assignments related to them. This is in an attempt to spread out the workload for students over the two years, provide students and parents with a clear timeline, and provide teachers time enough for marking Internal Assessments.
* IB External Assessments: IB DP Teachers are expected to know and understand the requirements and marking criteria for External Assessments in their subject area. For many subjects, the external assessments are summative exams/papers given in May. However, a few subjects require that teachers assign and collect external assessments that are sent to IB examiners by the IB DP Coordinator. Those teachers are expected to follow the deadline set by the IB Coordinator for the submission of those assessments.

**Standardization**

* Standardization of assessment procedures is required when multiple teachers are responsible for the work of students across the same course. When this occurs, those teachers work collaboratively during common planning times to discuss general observations, student achievement levels, and the nature of the internal assessment. Additionally, these teachers frequently review the rubric for the various assessments for their course to ensure a similar interpretation of criteria. Finally, blind cross grading occurs periodically to further promote standardization.
* Standardization is required in the following courses:
  + Language A: Literature HL
  + History of the Americas HL

**Grading/Marking**

* Our school requires teachers to have a unified weighting assessment scheme for IB DP and Advanced Placement (AP) courses. Major grades, including IBES (IB evaluation simulations), are worth 70%. Minor grades, including AEA (Academic Enhancement Activities), are worth 30%.
* Our school follows the district provided grading scale for **final** grades:  
  A = 90 – 100% B = 80% - 89.9%   
  C = 70 – 79.9%   
  D = 60 – 69.9%   
  F = less than 60%
* For all IBES assessments, teachers in each subject area create a grading chart after reviewing the published subject guides and grade boundaries. This chart reflects not only the MCPSS grading scale (1 – 100), but also the IB grading scale (1-7). The following is an example:

|  |  |  |  |
| --- | --- | --- | --- |
| Marks Range | IB Formal Score | Descriptor of Work | MCPSS conversion |
| 0 – 3 | 1 | Very poor/incomplete | F (55) |
| 4 – 6 | 2 | Poor/incomplete | D (60 – 69) |
| 7 – 10 | 3 | Mediocre/Average | C (70 – 75) |
| 11 – 13 | 4 | Satisfactory/Average | C / B (75 – 85) |
| 14 – 16 | 5 | Good | B (85 – 90) |
| 17 – 19 | 6 | Very Good | A (90 – 95) |
| 20 – 24 | 7 | Excellent | A (95 – 100) |

* Our school follows the district provided weighting system for GPA calculations:   
  4 points for an A in regular courses  
  5 points for an A in honors/college prep courses  
  5.5 points for an A in Advanced Placement courses  
  6 points for an A in International Baccalaureate courses
* The additional weighting for each type of course follow the same pattern for grades of B, C, and D. For grades less than a D, students will receive no credit and therefore 0 points for GPA purposes.

**Recording and Reporting Grades**

* All teachers are expected to record grades in the web-based program called INOW. We encourage parents to access and check their students’ grades through their online access to INOW. Therefore, teachers are encouraged to keep grades in INOW as accurate and up to date as possible.
  + For the 2020 – 2021 school year, our school system adopted Schoology as the learning management system due to the COVID-19 pandemic. All assignments and grades are recorded and reported throughout the semester in this platform; only final quarter and semester grades are reported in INOW.
* Our school understands that year-long courses like IB and AP will not have formal assessments as frequently as semester-long courses. However, the school suggests at least one large formal assessment every 3-5 weeks and a few small informal or formal assessments every 1-4 weeks.
* All teachers are required to send printed progress reports home with students four times each year (at the mid-point of each quarter). Teachers are required to document that the student received the progress report.
* IB DP teachers are required to provide marks for Internal Assessments and Predicted Grades by the deadline set by the IB Coordinator. That deadline is usually at the end of March.

**Homework**

* District policy mandates that homework not account for more than 10% of a student’s overall course average.
* All teachers are expected to assign a reasonable amount of homework and the amount of homework should be relative to the amount of instructional time the student had on the concept/objective.
* For IB DP courses, graded homework should be considered a small informal assessment that falls in the AEA category for grading purposes. Not all homework must be graded. For example, homework can include reading assignments, watching a video, or studying. None of those assignments lend themselves to being graded.
* If a teacher wishes to monitor the progress of meeting learning outcomes through homework, they may follow up with a formal or informal formative be to use assessment such as a quiz, classroom discussion, or a writing assignment. Other “homework” assignments may be assigned to complete assessments such as Internal and External Assessments (where it is allowed by the IBO), essays, projects, etc.
* All graded homework assignments are formative and used as a measure of student achievement. Each teacher evaluates home learning based on IB criteria.

**Links to Other Documents**

W.P. Davidson High School understands and follows procedures outlined by the IBO for assessments. We will use the following publications to guide the development of our assessment policy:

* [the current *Handbook of Procedures for the Diploma Programme*](https://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf)
* *The Diploma Programme: From principles into practice*
* *[Diploma Programme assessment: Principles and practices](https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf) – Quality assessments in a digital age*

**Roles and Responsibilities**

For the purpose of this document, we consider stakeholders to be Administrators, IB DP Coordinator, Teachers, Students, and Parents.

Administrators will:

* Know and understand the regulations and requirements regarding our assessment practices.
* Provide teachers with resources and support for meeting the requirements of our assessment practices.

DP Coordinator will:

* Know and understand the regulations and requirements regarding our assessment practices.
* Collaborate with Administrators and IB DP teachers to insure that our school meets the assessment requirements provided by the IBO.
* Collaborate with IB DP students and their parents to promote knowledge and understanding of our assessment policy and practices.
* Stay abreast of updates on requirement and/or regulation changes regarding IBO assessment policies, procedures, and practices and communicate those changes to stakeholders.
* Provide IB DP Teachers with resources for analyzing IB assessment results.
* Provide collaborative planning and meeting time where IB DP Teachers can discuss assessment practices and plan for school deadlines.

IB DP Teachers will:

* Know and understand the regulations and requirements regarding our assessment practices.
* Maintain an accurate and up to date gradebook that is accessible to parents online.
* Provide students and parents with progress reports at deadlines set by the school.
* Collaborate with the IB DP Coordinator, parents, and students regarding our assessment policy and practices.
* Collaborate with IB DP Students regarding their individual assessment results.
* Analyze IB assessment results as their potential impact on classroom assessments and instruction.

IB DP Students will:

* Know and understand the regulations and requirements regarding our assessment practices.
* Collaborate with IB DP Teachers regarding their individual assessment results.
* Meet school deadlines for assessment.

Parents will:

* Know and understand the regulations and requirements regarding our assessment practices.
* Collaborate with the IB DP Coordinator and Teachers regarding assessment results for their students.
* Support their students in meeting the school deadlines for assessment.

**The Assessment Policy as a Working Document**

The DP Coordinator will review the assessment policy each year to determine if revisions are needed. When they are, the coordinator will form a group of faculty to review and revise the policy. We anticipate the policy will need revision every few years.

The policy will be available to all faculty, parents, and students via the school website. We encourage feedback, commendations, and recommendations from all of those stakeholders.

*The following individuals contributed to the creation of the policy as members of the steering committee:*

*Ashley Cauley, DP Coordinator - Robin G. Stefurak, IB Chemistry Instructor - M. Brooke Inman, IB Mathematics Instructor - Rosa Fuentes-Banashak, IB Spanish Instructor – Dr. Lynn Cleveland, Assistant Principal*