

Albert Einstein High School

IB Assessment Policy



Overview

The primary purpose of assessment is to improve student learning. Assessment at Albert Einstein High School follows the guidelines established by Montgomery County Public Schools (MCPS). The MCPS policy defines reporting of academic achievement and learning skills.

Academic achievement grades for MCPS are based on: completion of work for practice/preparation (could be homework or classwork), formative assessments, and summative assessments. Teachers regularly enter grades into Pinnacle, an Internet based gradebook. Individual student grades can be viewed at will through Edline, an Internet based program, by both students and parents. Report cards are issued quarterly to reflect overall achievement of MCPS student standards for each subject.

In addition, the IB Diploma Program (IBDP) has formal summative assessments which help to determine the final qualification for the IB Diploma.

Assessment Philosophy

Learning in the IBDP is visualized through the larger picture of the IB Learner Profile which aims to develop the characteristics necessary to produce life-long learners who are caring global citizens, good leaders, hard workers and great thinkers. Assessment within the IBDP program is designed to support curricular goals and encourage the broad focus of student learning. IB students have varied opportunities to demonstrate their many capabilities and achievements through a wide-range of assessments, such as written assignments, projects, Socratic seminars, debates, scientific investigations, oral presentations, tests, quizzes, art displays, performances, MCPS county-wide assessments and Maryland State assessments.

IBDP courses are designed to foster higher level thinking and application of skills rather than merely recall of knowledge. Successful students are able to remember, adapt and apply knowledge and skills to new situations. To help achieve this, IB teachers should be aware of the significance of the following when designing the structure of each course.

- Every course has a knowledge component, an understanding component and an application component, which should fit together seamlessly.
- Skill development should be constantly developed in a learning spiral. Once a skill is learned, it should be reinforced by applications to new situations or material.
- The syllabus content of each course is substantial so it is vital that excellent time management and study habits be developed and strengthened in each course.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that assessment leads to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students
- support all students, including those with special education needs and those who are learning the language of instruction
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the learning styles and experiences of all students

- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year via written instructions, oral instructions and posting on Edline, an Internet based program accessible at will by students and parents
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning
- provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement

Teachers meet in subject alike Professional Learning Communities (PLC) and a comprehensive IBDP PLC to ensure that classroom assessments align across subject-alike classrooms, group-like classrooms and with DP aims and philosophies.

Assessment Practices

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course. The primary purpose of assessment is to improve student learning.

Teachers obtain assessment information through a variety of means, which may include discussions, written assignments, projects, Socratic seminars, debates, scientific investigations, oral presentations, tests, quizzes, art displays, performances, MCPS county-wide assessments and Maryland State assessments.

As essential steps in assessment for learning teachers need to:

- plan and give 9-12 formative assessments per marking period and 2-5 summative assessments per marking period so that students are not over-loaded with assessment
- plan assessment concurrently and integrate it seamlessly with instruction
- share learning goals and success criteria with students to ensure that students and teachers have a common and shared understanding of these goals
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving learning goals
- analyze and interpret evidence of learning
- give and receive specific and timely descriptive feedback about student learning
- help students to develop skills of peer and self-assessment
- provide re-teaching and reassessment opportunities for formative assessments to ensure that students have mastered learning goals
- ensure all legal student accommodations are given

Teachers organize continuous assessment in all IB classes based on the aims and objectives of each group and subject. IBDP rubrics are used in all IB classes. MCPS grades are determined through a combination of application of published IB Grade Boundaries, IB Grade Descriptors and holistic review of student performance.

MCPS Formal report cards are issued at the end of each marking period in November, January, April and June. MCPS grades are assigned using the following scale:

- 89.5% – 100% = A
- 79.5% – 89.4% = B
- 69.5% - 79.4% = C
- 59.5% - 69.4% = D
- Below 59.4% = E

The IBDP has formal summative assessments which help to determine the final qualification for the IB Diploma. First, as a part of all IBDP classes, there are required internal assessments which are evaluated by the teacher and then externally moderated by IB examiners. These tasks are prescribed to varying degrees, giving the student some choice in subject and treatment but not in scope. These internal assessments may take the form of the following:

- Individual Oral Commentary
- Individual Oral activity
- Individual oral Examination
- Interactive oral activity
- Historical Investigation
- Field Work written Report
- Scientific Investigations
- Group 4
- Mathematics Projects
- Mathematics Explorations
- Exhibitions
- Performances
- Musical Compositions, scores and recordings
- Theater Collaborative Project
- Environmental Systems and Societies Practical Work
- CAS

Secondly, external summative assessments, which are marked and scored by external IB examiners, are required for each subject. These external assessments provide a greater degree of structure and reliability for each subject because of standardized examination environment and external marking and review by IB employed examiners. The nature of the external assessment formats and questions vary from subject to subject. The written IB exams given in May at the end of the course may be in the following form:

- Examination papers given in May at the end of the course
- Written assignment
- Visual arts Process Portfolio
- Solo Theatre Piece
- Director's Notebook
- Theatre Research Presentation
- ToK Essay on The Prescribed Title
- Extended Essay

Because these summative internal and external assessments are the means by which students will be evaluated for the IB diploma, one aim of the IBDP program is to prepare students for success in these tasks. In order to help students improve their understanding of what constitutes excellent performance, IB teachers have the responsibility to design and provide a variety of practice tasks and formative assessments which enable students to develop the various required knowledge and skills. IB teachers also have the responsibility to provide timely and constructive feedback to help students self-assess where their individual work stands in relation to established IB rubrics. Metacognition is a key component for improving students' judgment of their own strengths and weaknesses and helping them develop strategies to improve.

Policy Review

This policy will be reviewed annually by the faculty and school administration.

Policy Distribution

Policy distribution:

- All candidates upon enrollment in the DP
- Parents/Guardians of all candidates upon enrollment in the DP
- Annually to all staff
- Posted on school website

