



Riverdale High School



International Baccalaureate Program

Assessment Policy

Philosophy

Riverdale High School recognizes that teaching, learning and assessment are fundamentally interdependent. Criteria for success and the methods of assessment must therefore be clearly delineated. Students and teachers work in partnership to enable students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential on their assignments. Teachers use multiple forms of formative assessment to inform students of their learning and progress. Formative assessments are the grounding and preparation for the students to learn the skills needed for summative assessments as well as assignments. Additionally they provide opportunities for students to make errors and learn from their mistakes. Quarter and semester grades will take into account the summative learning shown by a student in preference to the formative learning they showed along the way. In this way summative quarter and semester grades are not an average of all assignments; rather, they are an indication of the level the student has attained and sustained.

Student Responsibilities

Students must be autonomous learners by thinking independently, assessing their own progress and taking responsibility for deadlines without excuse. Analyze and monitor their own formative and summative assessment data to track their own progress. Arrange meetings with subject teachers to get personalized feedback and to seek further explanation of challenging material. Submit work on time, adequately attending to deadlines without exception. Use all resources and skills to ensure adequate progress and maximize potential.

Teacher Responsibilities

Teachers must focus on the assessment of student learning outcomes rather than just teaching content. Modify teaching in light of the learning that has taken place using formative assessment data. Analyze assessment data to identify patterns of individual student performance and needs. Work in collaborative teams to design and assess common assessments. Compare common assessment data with other teachers to assess where student learning has been strong and where it may be in need of attention. Show an awareness of the diversity of the learning styles of the class by using a variety of assessment and teaching strategies. Provide timely written and oral feedback on assignments. Bear in mind the student's whole schedule and use only meaningful assessments.

Work with the Exceptional Student Education (ESE) Department and the School Counselors to design assessments that will effectively assess the learning of students with specific learning needs.

Grading Scale

The International Baccalaureate grading scale is a numerical system from 7 (excellent) to 1 (very poor performance). A 4 is considered a satisfactory grade. The student's 1-7 grades are a direct measure of the competency a student has shown in terms of skills and knowledge. IB Grade Descriptor are as follows:

1. Minimal achievement in terms of the objectives.
2. Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
3. Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
4. A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
7. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

The Riverdale High School grading scale, as prescribed by the School District of Lee County, is an Alpha-numeric scale ranging from A (excellent) to F (very poor performance). The RHS grade scale is as follows:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 - 0

The teachers use a conversion chart to translate "IB grades" into the county's grading scale, as grades must be reported on this scale for purposes of formal grade reports. Evaluations are based on a sufficient variety of assessment items in order to maximize students' opportunities to demonstrate what they know and what they can do. The quality of assessment items completed is consistently measured against clearly established standards. This provides both the students and the teachers a clear understanding of their projected grades as they progress through the class.

IB Diploma

Students must obtain an average of a 4 in three higher level and three standard level IB subjects. 12 of those in points must be achieved in higher level subjects to obtain an International Baccalaureate Diploma. In addition, students must complete a Theory of Knowledge (TOK) class and an extended essay, both of which must reach a satisfactory level to pass. Students must also have met CAS Learning Goal requirements to satisfy the core requirements to be eligible to earn a diploma.

Students cannot get any of the following and obtain the diploma:

- A score of 1 on any HL subject
- Two or more of a grade 2 in any subject or level.
- Fewer than 24 points overall.

Maximum performance on the diploma is achieved at 45 points. To get this score students must obtain a 7 on each of the 6 subject areas. In addition, they must score A's on both their TOK and an Extended Essay.

Recording and reporting

Teachers record grades on Pinnacle, a software system adopted by the School District of Lee County, which provides online, daily access to students and parents. Grades are updated on Pinnacle in real time. Both written and oral feedback affirms progress, diagnoses needs, evaluates achievement, and assists in accountability. All parents and students have access to Managebac to view upcoming assignments. Progress reports are issued once during each nine-week period. Report cards are issued at the end of each quarter. Parent/teacher conferences are scheduled as needed; parents, student, teachers, IB Counselor and the IB Coordinator are present to ensure all stakeholders are involved. These conferences are meant to be positive in nature with the objective of moving forward from that meeting in a direction that is in the best interest of the student.

Students must maintain a 2.75 grade point average (GPA) overall in the Pre-Diploma program (9th and 10th grade). If a student falls below the required GPA they are placed on probation for a semester, an intervention plan is put into place for the student to achieve the required GPA at the completion of the following semester. If a 2.75 cumulative GPA is not reached at the completion of the probation semester, the student will be removed from the Pre-Diploma program and enrolled in a program that is appropriate for the student's abilities and interest. A 3.0 GPA is required to enter the IB program in 11th grade. Poor performance at any time while in the Diploma program will result in a consultation with the IB Coordinator, IB Counselor, parents, teachers and the student to determine a plan of action.

Homework

Homework time may vary depending on particular course loads and the nature of the assignment. Homework tasks are designed to provide optimal practice of a range of cognitive skills identified in course outlines. Regular review of homework promotes positive results in formative and summative assessments. Peer assessments and class discussions are constructive instruments in homework review.

Academic honesty is strictly enforced following the guidelines set forth in the School District of Lee County Code of Conduct and the Riverdale High School IB Academic Honesty Policy. Parents and students receive the Code of Conduct at the beginning of each school year and the IB Academic

Honesty Policy at the beginning of the Pre-Diploma program and again at the beginning of the Diploma program. Violation of the Academic Honesty Policy will be discussed with the student and his/her parents and an official warning may be issued and kept in the student's IB file, which is not part of their official academic record. Repeated violation can result in removal from the program, which will be part of their official academic record.

Teacher Training

Teachers consult the appropriate IB subject guides. Exams and markschemes of previous exams are provided annually to guide teachers in evaluating their methodology, course content, and students' abilities. When required for in-depth review of marks awarded, an enquiry upon results is requested from IBO. This feedback, along with annual subject reports, provides further insight into IBO assessment standards. The OCC is available to teachers and used regularly to evaluate instruction and to share best practices with colleagues around the world. All new IB subject teachers meet with the principal and IB coordinator for an overview of the curriculum, practices, and assessments before classroom instruction begins. Teachers are sent to IB approved training, the IB Coordinator registers new teachers at the first available IB workshops. Riverdale HS IB faculty freely engage in an exchange of ideas and professional support.

Implementation / Review / Revision

Assessment Policy will be reviewed on an annual basis, or more often if a need for review and/or revision arises. A policy committee made up of the IB Coordinator, IB Faculty, parent(s), student(s) and a representative from administration, will be responsible for the implementation, review and revision of the policy.