

Assessment Policy

Philosophy

The purpose of assessments within the Abby Kelley Foster IB Diploma Programme is to ensure the development of globally minded, independent life long learners. Through data analysis of formative and summative assessment results and IB assessment performance, Abby Kelley Foster strives to continuously improve and develop teaching and learning strategies, thus ensuring students reach their full academic potential. The administration and teachers are committed to the use of criterion-based assessments that both support and are founded on the principles identified below.

Principles

- All students can learn
- All students must be held to high expectations
- Differentiation of assessment is necessary to fully evaluate student learning
- Assessments must reflect 21st century learning skills
- Assessments should identify what the student knows and comprehends
- Student reflection and self-assessment is essential to improving skills and providing evidence of learning
- Student learning is measured and evaluated using rubrics and criteria provided prior to assessment
- The assessment process is collaborative and include teachers, students and parents
- The assessments incorporate applications of real world scenarios
- Constructive and ongoing feedback between teachers and students based on assessment data identifies areas for improvement
- Establish a parent/teacher partnership through effective and ongoing communication of assessment results through the school Portal and Google Classroom
- IB assessment data is utilized to improve classroom instruction and practices
- Assessment criterion reflect IB mark schemes
- Assessment methods must be varied to reach all types of learners

Practices

Formative Assessments

Formative assessments allow both teachers and students to identify and address problem areas in both comprehension and performance. They provide teachable moments for correcting misconceptions, providing clarification and expanding student insights.

Formative assessments allow students to practice their skills, reflect on their performance and identify strengths and limitations. Collaboration between students

and teachers using formative assessment feedback allows students to understand both how to learn and how to improve their learning.

Examples of Formative Assessments include but are not limited to:

- “Do Now” opening activities
- In-class discussions and skill practice
- Worksheets
- Online programs (Edpuzzle; ideaboardz; Kami; FlipGrid)
- Review quizzes
- Collaborative work
- Skill applications (labs)
- Question and answer sessions
- Teacher observations
- Homework
- Peer reviews
- Self assessments
- Presentations
- Live or Recorded Performances

Summative Assessments

Summative assessments provide a measurement of student performance and mastery of content and skills. Summative assessments reflect the IB assessments students will take at the end of the programme. Teachers create rubrics based on the IB assessment criteria established in the IB Marking Criteria for subject specific papers. Use of IB assessment criteria provides insight into student achievement and preparedness in each subject group and relates directly to the scores posted on the internal IB report cards. Subject specific rubrics are utilized by all teachers within that subject group to ensure a standardized grading system. Periodic collaborative grading and cross checking of student work further ensures standardization. Summative assessments provide both an IB score and an in-school Abby Kelley Foster grade. Teachers within the individual subject groups collaborate to develop a conversion scale between the Abby Kelley grade and the IB grade.

Internal Assessments

Internal Assessments are required of all 11th and 12th grade students participating in IB level courses. The assessments are graded by the appropriate IB teacher using the IB published rubric. In subject groups with more than one teacher, blind cross grading occurs to ensure standardization in the grading of student work. Internal Assessment scores are submitted to IB for moderation as required to ensure global consistency in scoring. Assessments include research papers, oral presentations, lab reports, mathematical investigations, art portfolios, and musical composition and performance.

An IB calendar is created through collaboration with teachers and the DP Coordinator to ensure a manageable workload for students throughout their participation in the programme. The calendar is published and distributed to

administration, teachers, participating students and parents. An electronic copy of the calendar is provided on the IB page of the AKF website.

External Assessments

All diploma participants and course students in IB are required to sit for the IB external exams at the end of the course. The exams occur in the May testing session. All responses are sent directly to IB for evaluation. Students are informed of their assessment times and dates through publication of the IB calendar, posting on the AKF school calendar available on the school website, the cohort Google Classroom and verbal communication from the DP Coordinator at least two months prior to the May exam session. Individual testing modifications follow the IB notification requirements and are addressed in the Special Needs Policy.

Grading Policy

The grading scale for Abby Kelley Foster High School is as follows:

95% - 100% = A
90% - 94% = A-
87% - 89% = B+
84% - 86% = B
80% - 83% = B-
77% - 79% = C+
74% - 76% = C
70% - 73% = C-
65% - 69% = D
Below 65% = F

Up-to-date communication of student performance is emphasized at Abby Kelley Foster High School. An electronic grade book is utilized and accessed through both the Student and Parent Portal. The portal grades are updated continually by the teachers and reflect current averages. All students and one parent/guardian are required to indicate their ability to access the portal at the beginning of the school year. Parents are notified immediately if at any time their student's grade drops below 70%, at which time the student is required to attend weekly extra help sessions. Additionally, parents are encouraged through monthly newsletters to routinely check their student's progress throughout the quarterly grading period. A mid-quarter progress report notification is sent via email to parents. Formal quarterly report cards are mailed to all parents. IB report cards focused on the IB skills, assessments and ATLs are sent to students and parents at the end of each semester.

In addition to electronic posting of student grades, parent-teacher conferences are scheduled in November and April. At any time parents, teachers or administrators may request conferences. Students and parents may request official school

transcripts that provide a record of all yearly grades for subjects taken at the high school level.

Homework

Homework is assigned on an as needed basis within each course. The purpose of homework is practice of concepts and skills learned in class and/or to prepare students for the next day's lesson. Homework assignments are verbally communicated to students and posted on the Class Portal and/or Google Classroom. Completion of homework is reflected in quarterly grades. Students who consecutively fail to complete homework assignments may be assigned a teacher detention at which time the assignment must be completed. Teachers utilize homework as a formative assessment of student progress.

Connections to other policies

Academic Honesty Policy – Students are required to adhere to the Academic Honesty and Integrity Policy when completing and submitting all assessments, formative and summative and all IB required assessments.

Special Needs Policy – Assessments will meet the required modifications and guidelines of individual students' IEP or 504 Plans.

Language Policy – The language of instruction and assessment at Abby Kelley Foster is English. Individual student language needs will be taken into consideration when creating and implementing assessments.

IB Diploma Requirements

To achieve an IB Diploma, students must meet the following requirements.

- Achieve a combined minimum score of 24 points on their IB assessments in the six subject areas, 12 of which must be from HL courses, and
- Theory of Knowledge Prescribed Title essay (no grade of E or N)
- Extended Essay (no grade of E or N)
- Completion of CAS requirements

Responsibilities

Student Responsibilities

- Attend weekly IB specific study halls
- Adhere to the Academic Honesty and Integrity Policy
- Meet required deadlines for IB assessments as posted on the IB calendar
- Be proactive in seeking teacher support
- Be prepared for class
- Attend classes consistently
- Actively participate in classroom activities and discussions

- Make-up assignments/assessments resulting from absence
- Put forth substantial effort on a daily basis
- Utilize feedback to revise work and improve performance
- Maintain communication with Extended Essay and CAS supervisors
- Develop study skills and time management skills necessary to achieve academic potential
- Work to achieve the IB Learner Profile characteristics and Approaches to Learning

Parent Responsibilities

- Consistently monitor student progress and encourage student performance through proactive, relevant communication with both the student and teachers
- Support the teacher in developing their student's learning
- Provide a supportive, comfortable learning environment at home
- Ensure the student's out of school activities do not result in an over-extending of the student's time or schedule
- Support the student in learning a new language
- Encourage the student to become a global learner
- Ensure the student attends school regularly and arrives on-time

Teacher Responsibilities

- Provide appropriate pacing and delivery of course material
- Monitor student learning and provide consistent, constructive feedback
- Set high, obtainable expectations of student achievement
- Communicate with students, parents and the DP Coordinator on a regular basis
- Update grades in a timely manner
- Produce assessments that aide students in practicing real-world applications and skills of course material
- Differentiate instruction and assessments for all students
- Follow all IEP and 504 Plan accommodations
- Adhere to deadlines outlined on the IB calendar
- Submit necessary documentation to the DP Coordinator by published deadlines
- Use assessment data to modify instruction and identify student learning needs and identify how students are experiencing learning in their classrooms

IB Coordinator Responsibilities

- Support teachers in addressing student concerns
- Monitor student progress
- Conduct regular check-ins with both teachers and students
- Schedule and conduct monthly IB teacher meetings
- Coordinate and publish a yearly IB calendar with assessment deadlines, predicted grade and internal assessment submission deadlines

- Schedule and coordinate IB professional development for staff
- Provide students with access to exam preparation and study recommendations
- Ensure examination space is reserved and set up for May examination sessions
- Coordinate the IB external examinations
- Distribute IB assessment materials and scores to teachers
- Register students for IB exams
- Monitor the Extended Essay process
- Monitor and approve CAS experiences
- Monitor and distribute IB updates and communications to teachers
- Meet with subject teachers to assess IB scores and trends for the purpose of guiding instruction
- Maintain a climate of cooperation and support within the IB Diploma Program

Assessment Policy Access

The Abby Kelley Foster IB Diploma Assessment Policy has been distributed to all DP teachers and administration and has been posted on the IB page of the school website.

Assessment Policy Committee

Kelly Davila – IB Diploma Coordinator
David O'Brien – Group 6 Teacher
Corinne Polucha – Group 5 Teacher
Matthew Lemire – Group 4 Teacher
Laura Houck – Group 3 Teacher

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