

SMMHS Diploma Programme Assessment Policy

Policy Purpose/IB Standard: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

What is our assessment philosophy for DP?

The learning process is fortified by assessment; the proper use of assessment enhances both teaching and learning. Authentic assessments encourage student learning and give students the opportunity to demonstrate what they have learned. Assessments are aligned with the written and taught curriculum. Due to the importance of assessment and the academic rigor of the IB Diploma Programme, all stakeholders are participants in the process of assessment. Individual work should demonstrate the understanding, development, and production of the student's personal knowledge; therefore, teachers strive to create tasks that allow for student inquiry, and students should strive to practice academic integrity to demonstrate their knowledge.

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Local Requirements: Grade Reporting

Formative assessments are tasks which check for student understanding and inform instruction to help facilitate success. Formative tasks include (but are not limited to): homework, class work, quizzes, reflection, observation. Formative assessments take place on a regular and frequent basis, often daily. Formative assessments do not always result in a recorded grade but do provide multiple opportunities to check for understanding.

Summative assessments analyze the outcome of a set of standards or of a unit. Summative tasks allow students to demonstrate an end product and can include (but are not limited to) tests, projects, presentations, essays, portfolios, and research papers. In the Diploma Programme, summative tasks often take the form of mock IB exams which allows students to demonstrate an end product and gain from the practice of taking a mock exam. Summative assessments typically take place at the completion of a unit.

Formative and Summative tasks are weighted 50/50 on the local grading scale. Traditional grades are recorded in PowerSchool, which offers a Parent and a Student Portal that can be checked by students and parents 24 hours a day during the school year.

DP Assessment Reporting Policy: While some teachers vary on their grading of internal IB assessment deadlines, the consensus for grading IB Internal Assessment drafts/prework is that the practice is meant for feedback more than as a predicted score based on the rubric. DP teachers give criterion-referenced feedback through written comments and student conferences. While DP teachers use rubrics and/or markschemes for scoring on most assessments, the school does not report overall predicted scores to students. Since American schools do not typically ask for predicted grades, our school views this practice as feedback for staff development. Teachers meet and reflect on Predicted vs. Actual grades awarded after each exam session.

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The grading scale for Hamilton County is as follows:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

The [SMMHS IB Grade Conversion](#) scale for DP is as follows:

7	= A = 95-100
6	= A = 90-94
5	= B = 80-89
4	= C = 70-79
3	= D = 65-69
2	= D = 60-64
1	= E/F = 0-59
0	= E/F = 0-59

Because our district does not practice weighting GPAs, HCS Policy allows DP courses to add 5 points to the numeric average at the end of each semester.

State/Federal Requirements

Because IB courses have been approved and recognized by the state of Tennessee as early postsecondary opportunities (EPSOs), IB Diploma Programme courses are not held to all state standards or measured by state-designed tests. According to the TN Department of Education: *"EPSOs include a course and/or exam that give students a chance to obtain postsecondary credit while still in high school. Courses (whether stand-alone or in conjunction with an exam for postsecondary credit) must be aligned to postsecondary standards [...] The International Baccalaureate (IB) Diploma Programme, available only through an approved IB World School, provides high school students the opportunity to take a rigorous, pre-university course of studies. IB courses are aligned to internationally-benchmarked exams which provide opportunities for students to earn postsecondary credit while still in high school. The IB Diploma Programme is available to any student aged 16-19 at participating schools"* ("Early Postsecondary Opportunities").

IB Requirements

The IB document "Diploma Programme Assessment: Principles and Practice" notes that assessment of the DP is high-stakes, criterion-related performance assessment which is based on the following aims:

"The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university

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study, further education and their chosen profession. Additionally, the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life" ("ASSESSMENT PRINCIPLES AND PRACTICES").

The International Baccalaureate Organization awards the grades of the IB exams. The IB exams scores are separate from Hamilton County course grades. Students receive their final Hamilton County grades at the end of the school year. IB grades are posted online in early July after a student graduates. The grades awarded by IB are based on subject specific rubrics and criteria that is available from the teacher(s) of each subject. The final grades are numeric on a scale of 1-7 (with 1 being the lowest possible and 7 being the highest possible).

In order to earn the IB diploma, a student must meet the following criteria:

Meet all Creativity, Activity and Service (CAS) requirements

- Earn a total of 24 points or more
- Have no "N" awarded for Theory of Knowledge, the Extended Essay or a contributing subject
- Have no "E" awarded on the Extended Essay or in Theory of Knowledge
- Must not receive a grade of 1 in any subject/level
- Must not receive more than two grades of 2 in any subject/level
- Must not receive more than three grades of 3 or below in any subject/level
- Must score at least 12 points or more on HL subjects (candidates who register for four HL subjects, the three highest grades are counted)
- Must score at least 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points on the SL subjects)
- Must not receive a penalty for academic misconduct from IB's Final Awards Committee

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

School Leadership will...	<ul style="list-style-type: none"> • Communicate expectations to all stakeholders • Support teachers in implementing the IB policies • Make data available for analysis by teachers
Diploma Program Coordinator will:	<ul style="list-style-type: none"> • Communicate with students and parents about the expectations of the program • Provide a calendar of assessment due dates and the IB exam schedule • Provide supporting information about subject assessments to students and parents • Provide IB exam data to each teacher • Provide guidance in the selection of course alternatives and levels (HL or SL)
Teachers will:	<ul style="list-style-type: none"> • Keep a cross-curricular calendar up-to-date in ManageBac • Provide multiple assessment opportunities • Use IB rubrics and markschemes on a consistent basis in order to keep students informed on how they are performing and how and where they can improve • Reflect on the effectiveness of instruction and assessment results in order to inform instruction

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	<ul style="list-style-type: none"> • Work with content partners to standardize grading of assessments • Post grades in a timely manner • Provide timely criterion-based feedback to students
Students will:	<ul style="list-style-type: none"> • Observe all regulations in taking exams and/or in producing assessments in line with the expectations for academic honesty • Attend class regularly in order to benefit from practice and instruction • Meet all internal deadlines as prescribed by the teacher, the school and IB • Complete all internal and external IB assessments • Participate in formative assessments in order to experience skill growth • Generate and apply meaningful, constructive feedback for themselves and others • Be actively engaged by putting forth their best effort • Engage in meaningful reflection of their own learning
Parents will:	<ul style="list-style-type: none"> • Provide a supportive environment • Make an active attempt to stay informed by reviewing grades and academic feedback provided
Rights and Responsibilities	The IB Coordinator, DP Instructors, DP Students, and DP Parents must all enter into a “contract” or agreement at the start of the program of study. The DP Contract outlines our policies in short with special emphasis on adherence to internal deadlines and academic integrity.
Good assessment practices	<p>Assessment for each subject must include a suitable range of tasks and instruments/ components that ensure all objectives for the subject are assessed. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.</p> <p>In the Diploma Program the external assessments are the most formal. These exams are sent to an external examiner to be marked and scored.</p> <p>The Diploma Program also includes internal assessments for each subject. In the case of internal assessments, the teacher creates the assessment using guidelines prescribed by IB. The teacher also scores the assessment. The internal assessments scores are then moderated by trained examiners who review a sample of student work requested by IB. Based on the subject being studied, internal assessments may be projects, lab work, portfolios, art exhibitions, recorded oral commentaries, or investigations.</p>

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Have we identified our support materials, resources, and processes?

Support Materials and Resources:

- Students are given access to all subject guides and assessment instruments

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- Managebac is the school learning platform, and all course materials, assignments, and guidance are housed there for both students and parents
- Teachers use MyIB as their primary source of course information and materials
- Teachers and students use resources such as IB-approved textbooks, Kognity, InThinking, past exams, exam markschemes, and subject reports to support teaching and learning

Processes:

To ensure fair and valid assessment, teachers engage in standardization of assessments with their content partners. They also rely on teacher support materials available on MyIB, including the assessed student work. Those resources are especially helpful to those teachers who do not have content partners. Our DP staff stays up-to-date and engaged through MyIB, online teacher communities, and networks formed through ongoing training, both virtual and face-to-face. Students are also given opportunities to look at student exemplars and examiner comments.

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

While our philosophy on assessment is grounded in student growth, our school and district also understand the value of assessment as part of the learning process. This value is sanctioned by our district policy that requires students to complete the suite of assessments in order to earn the additional 5 points for IB DP courses. At the school level, students enrolled in IB DP courses are required by the DP Contract to complete all IB assessments.

Responsible Party

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Additional Authority All policies written for Signal Mountain Middle/High School will comply with policies established by the local Hamilton County Schools district and the Tennessee State Department of Education including all federal, state, and local laws.

Works Cited

“Early Postsecondary Opportunities.” Tennessee State Government - TN.Gov, TN.gov Early Postsecondary Team, 2023, [www.tn.gov/education/students/early-postsecondary.html#:~:text=Early%20postsecondary%20opportunities%20\(EPSOs\)%20include,be%20aligned%20to%20postsecondary%20standards](http://www.tn.gov/education/students/early-postsecondary.html#:~:text=Early%20postsecondary%20opportunities%20(EPSOs)%20include,be%20aligned%20to%20postsecondary%20standards).

“ASSESSMENT PRINCIPLES AND PRACTICES—QUALITY ASSESSMENTS IN A DIGITAL AGE.” ibo.org, International Baccalaureate Organization, July 2019, resources.ibo.org/dp/works/edu_11162-47165?lang=en&root=1.6.2.8.11.