

IB Assessment Policy



BEARDEN MIDDLE SCHOOL & WEST HIGH SCHOOL

International Baccalaureate
Middle Years Program Partnership
Career-Related Program
Diploma Program

Revised 9/2022

Overview/Assessment Philosophy

The philosophies and principles integral to the missions of Bearden Middle School and West High School are fostering students' curiosity and passion along their educational journey and enabling students to reach farther than they ever imagined they might. This assessment policy reflects these principles, which are also directly aligned to the IB Mission Statement and IB Learner Profile. We recognize that teaching, learning, and assessment are fundamentally interdependent. Criteria for success and the methods of assessment must therefore be clearly delineated. We affirm the value of assessment in holistic education and are guided by the following principles:

Students:

- ❖ have differing learning styles and strengths
- ❖ have different backgrounds, experiences, expectations, and needs
- ❖ perform differently based on the context of learning
- ❖ see self-assessment and peer review as natural parts of the learning process
- ❖ need to understand their strengths and areas for improvement in the learning process
- ❖ should receive academic feedback that is meaningful and timely

Learning is:

- ❖ dependent on prior knowledge and developmental in nature
- ❖ enriched by the modeling of different learning processes and expectations
- ❖ shaped by strong, consistent, and individual academic feedback
- ❖ influenced by gender and socio-economic, cultural, and linguistic factors
- ❖ shaped by well-informed and purposeful instructional approaches
- ❖ enhanced by direct experience and compelling situations
- ❖ ongoing, never ending, and lifelong

Assessments are:

- ❖ not always designed by teachers, but can be student-created and student-driven
- ❖ designed to incorporate a variety of approaches in order to have better insight into student understanding
- ❖ designed to be relevant and to motivate students to express their individual understandings
- ❖ geared toward appraisal of a broad range of concepts, attitudes, knowledge, and skills appropriate to a global and increasingly complex world
- ❖ standards-based, using the standards and objectives provided by the state, local governing body, or the International Baccalaureate
- ❖ criterion-referenced, using guidelines established by the IBO and made clear to students before coursework begins
- ❖ reflective of the attributes and desired outcomes of the IB Learner Profile
- ❖ a valuable aspect of lifelong learning

Common Assessment Practices Within the Partnership

Equity in assessment is afforded through fair, meaningful, and consistent opportunities for students to demonstrate mastery of concepts and skills. Assessments are checked for validity, reliability, and comprehensiveness and:

- ❖ are aligned with state and local standards
- ❖ have clear measurement criteria

- ❖ measure student mastery in multiple ways (i.e., project, experiments, presentations, essays, short answer, multiple choice)
- ❖ are extended written tasks
- ❖ are portfolio-based and show progression toward mastery of the content standards for each student
- ❖ are designed to provide students with a clear illustration of how results will be used to further drive their own academic growth

Formative Assessments: a range of formal and informal assessments that are used to shape and inform instruction in order to optimize student growth

Summative Assessments: assessments in a variety of forms that serve the primary purpose of analyzing the outcomes and results of a unit or set of standards

MYP Criterion and Objectives:

Teaching and learning within the IB is based on *aims* and *objectives*. “Aims” are what an IB teacher may expect to teach, what students can expect to learn, and how students can expect to change and grow as a result of their learning. “Objectives” are statements that communicate the skills, knowledge, and understanding that students can expect to obtain through state/local curriculum standards.

Teachers address objectives through classroom teaching and learning and assess criteria through formative and summative assessment tasks. Teachers must assess all strands of all criteria at least twice during each year of the Middle Years Programme.

Recording and Reporting

Knox County Schools District Grade Scale:

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

Communicating student achievement is very important within Knox County Schools. In order to keep parents and students informed about grades and academic progress monitoring, the district utilizes an electronic grade book through ASPEN. ASPEN provides a Parent Portal and Student Portal that provide consistent and current progress reports. Families have the ability to check and monitor grades online at their convenience any time, 24 hours/day during the school year. Parents are encouraged to check their student’s progress on a weekly basis and are given notices throughout the grading period via phone calls, newsletters, and emails reminding them to monitor their student’s progress. Progress reports are sent digitally every 4 ½ weeks in order to provide families with a regular update. In addition to ASPEN and progress reports, parent conferences inform parents of student progress when needed. Formal parent conferences are scheduled twice during the school year (once in the fall and once in the spring); however, parents, teachers, or administration may request a parent conference at any time. Parents are informed of student achievement and progress during parent/teacher conferences and/or administrative conferences when required. Parents can also request copies of their student’s official transcript at any time, which records all semester grades for all subjects taken at each level.

MYP criterion grades are currently not reported through ASPEN; however, MYP Criterion and objectives will be assessed twice per year through formative and summative tasks in each classroom. Formative and

summative assessments are graded on the MYP Criterion rubric and are converted to the KCS district 0-100 scale based on the conversion scale below.

Table 1: MYP Criterion/Grading Scale Conversion

MYP Criterion Grade	KCS Grading Scale Equivalent
8	95-100
7	90-94
6	85-89
5	80-84
4	75-79
3	70-74
2	60-69
1	50-59
0	0-49

Table 2: MYP Assessment Criteria

The MYP assessment criteria across subject groups can be summarized as follows.

CRITERIA					
MYP SUBJECT AREAS	SUBJECT GROUP	A	B	C	D
	Language & Literature	Analyzing	Organizing	Producing Text	Using Language
	Language Acquisition	Comprehending Visual and Spoken text	Comprehending visual and written text	Communicating	Using Language
	Individuals & Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
	Science	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the impact of science
	Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying math to real-world contexts
	Arts	Knowing and Understanding	Developing Skills	Thinking Creatively	Responding
	Physical & Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and improving performance
	Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
	Personal Project	Investigating	Planning	Taking Action	Reflecting
	Interdisciplinary	Disciplinary Grounding	Synthesizing and Applying	Communicating	Reflecting

Rights and Responsibilities:

School Leadership will:

- ❖ communicate clear expectations to all stakeholders
- ❖ provide regular opportunities for teachers to collaboratively develop quality MYP assessments
- ❖ ensure that faculty has access to robust training for MYP assessment development and student work analysis
- ❖ support and guide teachers in their implementation of the assessment policy
- ❖ provide whole-school data for regular analysis

Teachers will:

- ❖ maintain a cross-curricular assessment calendar through ManageBAC
- ❖ implement frequent formative assessments that drive instruction and collaboratively design MYP assessments that are aligned with curriculum standards and informed by data
- ❖ develop multiple forms of assessment that address components of the IB Criterion and Objectives and ATL skill clusters
- ❖ provide students and parents with clear MYP rubrics and assessment expectations
- ❖ provide timely and specific academic feedback to students and parents
- ❖ accommodate student needs to accurately assess all students
- ❖ analyze student work regularly to inform instruction
- ❖ facilitate student self-assessment

Students will:

- ❖ actively engage in the learning process by putting forth their best effort
- ❖ evaluate their learning, set goals for growth, and reflect on their learning
- ❖ use rubrics and expectations to create quality work
- ❖ reflect on their own ATL skill development, set goals for growth, and reflect on their individual development of each skill cluster

Parents will:

- ❖ provide students with needed materials and a supportive environment that inspires and encourages learning and growth.
- ❖ value the learning process, seeking clarification when required.
- ❖ review assessments and academic feedback with students, reflect with students, model IB Learner Profile attributes at home, and encourage ATL skill development

IB Diploma Programme

In order to attain the IB Diploma, the student must successfully fulfill each of the following criteria:

- ❖ complete all CAS requirements
- ❖ complete the Extended Essay and receive a grade higher than “E”
- ❖ complete the Theory of Knowledge essay and receive a grade higher than “E”
- ❖ complete and pass all IB courses
- ❖ cumulatively score at least 12 points on HL subject exams
- ❖ cumulatively score at least 9 points on SL subject exams
- ❖ comprehensively earn at least 24 points on the IB exams
- ❖ must not receive a grade of “1” on a subject/level

- ❖ must not receive a grade of “2” on 3 or more subjects/levels (HL or SL)
- ❖ must not receive a grade of “3” on 4 or more subjects/levels (HL or SL)

IB Career-Related Programme

In order to attain the IB Career-Related Certificate, the student must successfully fulfill each of the following criteria:

- ❖ Complete the Service Learning Portfolio
- ❖ Complete the Language Development Portfolio
- ❖ Complete and pass the Reflective Project
- ❖ Complete the Personal and Professional Skills course with a grade of “D” or better
- ❖ Pass two IB DP courses, including at least I two-year course, with a score of 3 or better on the subject exams
- ❖ Take and pass the chosen career-related study pathway and for junior and senior years
- ❖ Take the chosen career-related study pathway according to the accrediting body

IB Course Certificate

Any student, who has the recommendation of the IB course instructor or the recommendation of the previous teacher, may enroll in any IB course based on their interest and preparation.

IB Assessments:

The International Baccalaureate Organization (IBO) requires a broad and comprehensive approach to student assessment. Whereas a student will only sit for one Advanced Placement (AP) exam at the end of an AP course, an IB student will be assessed by both an Internal and External Assessment process. IB assessments take place at the completion of each one-year or two-year IB course. Both Internal and External assessment components are weighted to equal, together, 100% of the IB course exam score. IB exams are awarded a numeric score of 1 to 7; a passing score is 4.

Internal Assessments (IAs):

These assessments are designed by the IBO yet are conducted and scored “internally” (at the school level) under the direction of each IB course teacher. Students use the IA as a time to craft their own unique approach to showcasing their understanding and internalization of course concepts. Internal Assessment scores are awarded by the course teacher, based on criterion-referenced rubrics provided by the IBO. A sampling of student work and teacher scores are sent to the IBO each spring for moderation. The weight carried by the IA score, toward the final IB exam grade, is determined in advance by the IBO and is unique to each content area.

External Assessments (Papers):

These hard-copy, IBO-created exams are generally referred to as “Papers” in the IB community and are scored “externally” (away from the school) by IB “readers” across the globe. Students sit for these exams in the spring, at the end of each course. In addition to the IA (see above), a student should typically expect to sit for two External Assessments (Papers 1 & 2) for each IB course. IB “Papers” are similar to other standardized assessments with which students may be familiar (AP, ACT, PSAT, SAT).

IB Exam Scores and College Credit:

The IB program is regarded world-wide as one of, if not the most, rigorous program available to high school-aged students. Because of the respect afforded to the IB program, it is common for colleges and universities to award credit based on exam scores of 4 or higher. Some schools only consider exam scores of 4 or higher on Higher Level exams, whereas other programs may accept scores of 5 or higher on Standard Level exams. Please speak with the IB Coordinator, College and Career Counselor, or consult college/university websites for more information.