



## Oscar Smith High School IB Diploma Program Assessment Policy

### Assessment Philosophy

The Oscar Smith High School IB Programme is committed to the success of each student. The IB faculty aims to prepare students for IB assessments by effectively and efficiently delivering course curricula, providing opportunities for students to display content knowledge in a variety of ways, providing students with practice IB assessment opportunities, familiarizing students with the IB assessment procedure, and ensuring that student workload is manageable.

### Assessment Principles

To ensure the above standards are maintained, the following principles have been adopted:

1. **Students shall receive guidance and support regarding IB course selection that provides them the highest potential for success.**
  - a. In addition to the IB Coordinator, the school has designated an IB Guidance Liaison to assist students in choosing IB courses. This liaison assists all guidance counselors in matters pertaining to IB. Together with IB teachers, these stakeholders assist students in scheduling IB courses that will best lead to student success.
  - b. Since being authorized in February 2003, the Oscar Smith High School IB Program has added numerous IB courses for IB students. The increase in course offerings since authorization provides students greater opportunity for success by allowing them to create a more individualized course of study. We hope to provide additional course options in IB Language B, IB Experimental Sciences and Group 6 Arts and Electives in the future. These additions are displayed in the table below:

Group	2002-2003	2009-2010	2014-2015
1	IB English HL	IB English HL	IB English HL
2	IB Spanish SL	IB Spanish SL, IB Spanish HL, IB French SL, IB French HL	IB Spanish SL, IB Spanish HL, IB French SL, IB French HL
3	IB History of the Americas HL, IB Psychology SL	IB History of the Americas HL, Psychology SL, IB Psychology SL	IB History of the Americas HL, Psychology SL, IB Psychology SL, IB World Religions SL
4	IB Chemistry SL, IB Biology HL	IB Chemistry SL, IB Chemistry HL, IB Biology SL, IB Biology HL	IB Chemistry SL, IB Chemistry HL, IB Biology SL, IB Biology HL
5	IB Math Studies SL, IB Mathematics SL, IB Mathematics HL	IB Math Studies SL, IB Mathematics SL, IB Mathematics HL, IB Computer Science SL, IB Computer Science HL	IB Math Studies SL, IB Mathematics SL, IB Mathematics HL
6	IB Visual Arts SL	IB Visual Arts SL, IB Visual Arts HL	IB Visual Arts SL, IB Visual Arts HL

- c. Students attend an assembly in the spring of the sophomore year where information is presented by IB teachers specific to the course(s) they teach. This provides students an opportunity to ask questions about available IB courses and further counsels them so they are able to pick the most appropriate IB course schedule. Since all IB courses are two years in length at Oscar Smith High School, it is critical that students select the most appropriate courses at the beginning of this process.

**2. Students shall be adequately prepared for IB assessments through practice examinations and exposure to scoring criteria.**

- a. As a four-year magnet model, the Oscar Smith High School IB Programme provides two years of skill development in the Pre-Diploma courses in order to adequately prepare students for IB exams and IB Internal Assessments. Subject-specific assessment criteria are introduced in 9<sup>th</sup> and 10<sup>th</sup> grade in the Pre-Diploma courses to ensure that students are aware of IB requirements. For example, students in Pre-Diploma English 10 complete their sophomore research paper utilizing the World Literature rubric. This exposes students to the IB criteria a full year prior to beginning IB English HL (see Appendix 1).
- b. Students are exposed to practice IB exams and are given multiple opportunities to complete practice IB exams and sample IB exam questions prior to the examination session. The school purchases the released IB exam and markscheme CDs each year and has also purchased exam Questionbank CDs for biology, chemistry, Spanish, French and Mathematics. Exposure to actual exam questions provides students not only with IB content area questions, but with IB terminology that may differ from the language that may be most familiar to students.
- c. It is strongly suggested that all IB teachers provide students with a complete, timed practice IB examination for their specific subject area prior to the May examination session each year.

**3. IB teachers shall be provided with examination data and shall be required to establish goals for the following year based upon previous examination session data.**

**Examination data shall serve to drive curriculum changes in all IB courses. Following each examination session, IB teachers are provided with:**

- a. Predicted grades and awarded grades for the previous May examination session
- b. Subject component grades for the previous May examination session
- c. Cumulative examination data since the first examination session, including school average and worldwide average for each subject area
- d. Examination copies from the previous examination session
- e. EUR reports for subjects in which students performed worse than predicted, performed below the worldwide average or when specifically requested by the subject area teacher

- 4. IB teachers shall be trained as subject curriculum is updated and shall participate in staff development opportunities in order to remain current in IB staff development.**
  - a. Each IB teacher will attend Level 2 training as his/her subject curriculum is updated.
  - b. IB staff members will attend regional networking sessions whenever possible to share best practices with other area IB teachers.
  - c. IB teachers will attend monthly IB school staff meetings in order to share relevant IB course information with colleagues, receive information updates from the IB Coordinator and participate in staff development activities, where appropriate.
  
- 5. Classroom grading practices shall be designed to support IB assessment criteria in all IB courses.**
  - a. Oscar Smith High School provides a framework for the weighting of grades where formative assessments should not exceed 35%. Therefore, summative assessments should not exceed 65%.
  - b. Within IB courses, teachers attempt to reflect the Internal Assessment vs. External Assessment percentage breakdown, when possible. This falls within Chesapeake Public Schools requirements and also reinforces the IB assessment framework.
  
- 6. Communication among teachers shall be required to manage student workload at any given time.**
  - a. Teachers communicate in person and via e-mail often to prevent overlap in critical course assignments.
  - b. Whenever possible, teachers create syllabi at the beginning of the course so students are able to schedule assignments in advance and make teachers aware of any overlap of large assignments.
  - c. The Oscar Smith High School IB Program developed a policy in 2002 that no more than two major tests or projects could be due on the same day. If this is the case, one teacher must reschedule his/her assignment/test.
  - d. Internal Assessment deadlines and Extended Essay deadlines are provided for all IB teachers so they are able to schedule class assignments around these crucial IB deadlines. These dates vary each year for the Internal Assessments, but are generally the same for the Extended Essay (the first school day of every month from March of the junior year until December of the senior year (when the final draft is due).

## **Assessment Practices**

### **Grading/Marking**

- a. The Chesapeake Public Schools grading scale is applied when awarding assessment and course grades.
- b. Formative assessments (depending upon assessment type) comprise between 10% and 40% of course grade and summative assessments do not exceed 50% of the overall grade.
- c. Students must maintain an overall weighted GPA of 3.0 in order to remain in good standing.
- d. IB rubrics are used in IB courses to inform grading/marking of assessments.
- e. Grading and marking of assessments varies to allow students to showcase their strengths.
- f. A combination of formative and summative assessments is provided to assess level of mastery both during and after skill acquisition.
- g. School policy prohibits awarding a grade of zero for work submitted late; teachers reduce grades for every day an assessment is submitted after the due date. This encourages students to still complete the assignment thus gain knowledge and skills from doing so.

Appendix 1: Examples of assessments given to prepare IB students for Official Internal and External Assessments

Group	Grade Level	Assessment Type	Criteria for Scoring
1. English HL	Pre-Diploma 9 & 10	a. Oral Presentations b. Full-length Research Papers on literary topic c. 3-4 Practice commentaries	a. Oral Commentary Rubric b. World Literature Rubric c. World Literature Rubric
	11	a. Practice IOP b. 10-12 practice commentaries	a. IOP Rubric b. World Literature Rubric
	12	a. Practice Commentaries b. Practice IOC	a. IOC Rubric b. IOC Rubric
2. Language B SL/HL (French & Spanish)	Pre-Diploma 9 & 10	a. <i>Ab Initio</i> released exams b. Oral presentations	a. <i>Ab Initio</i> markschemes b. Rubric similar to IA rubric but adapted for Pre-DP course
	11	a. 3-4 Practice Texts b. 2-3 Practice compositions	a. Markschemes from past exams b. Composition rubric
	12	a. 1-2 Practice Oral Presentations b. Practice Paper 1 & 2 questions	a. IA rubric b. exam markschemes
3. Individuals and Societies (History of the Americas HL)	Pre-Diploma 9 & 10	a. Full-length essay questions b. DBQs (document-based questions)	a. AP rubric b. Rubric adapted for Pre-DP course
	11	a. Source-based questions b. Practice Paper 3 Questions c. Practice IA	a. IA Rubric b. Markschemes from released exams c. IA rubric
	12	a. Practice exam papers (Paper 1 & Paper 2) b. Source-based practice questions	a. Exam markschemes b. adapted rubric and exam markschemes, when applicable
4. Experimental Sciences (Biology & Chemistry SL/HL)	Pre-Diploma 9 & 10	a. Formal Lab reports b. Practice exam questions	a. IA criteria and scoring rubric (adapted PSOW form) b. Exam markschemes
	11	a. Laboratory exercises to fulfill PSOW requirements b. Group 4 project c. Practice exam questions	a. IA criteria and scoring rubric b. IA criteria and scoring rubric c. exam markschemes
	12	a. Laboratory exercises to fulfill PSOW requirements b. Practice exam questions	a. IA criteria and scoring rubric b. exam markschemes

Group	Grade Level	Assessment Type	Criteria for Scoring
5. Mathematics (Math Studies SL, Math SL, Math HL)	Pre-Diploma 9 & 10	a. Practice math problems/skill building b. mathematical projects c. Practice portfolio tasks	a. solution rubrics b. rubric adapted for Pre-DP course c. adapted IA rubric
	11	a. Practice Portfolio tasks (Math SL and Math HL) b. Practice IA Project (Math Studies SL)	a. IA scoring rubric b. IA scoring rubric
	12	a. Practice exams	a. exam markschemes
6. Arts & Electives (Computer Science SL/HL, Psychology SL/HL, & Visual Arts SL/HL)	Pre-Diploma 9 & 10	There are no designated Pre-DP courses for Group 6 subjects. Students may take Pre-AP Computer Science Introduction to Sociology or Art 1 as prerequisite courses to IB Computer Science, IB Psychology or IB Visual Arts, respectively.	
	11	CS: JAVA Programming Tasks Psych: Practice Investigation VA: Practice in-class art examination All: Practice exam questions	CS: Adapted Dossier Rubric Psych: IA rubric VA: IA rubric All: exam markschemes
	12	CS: Dossier Psych: IA Investigation VA: Practice IB art examination	CS: IA scoring rubric Psych: IA rubric VA: adapted IA rubric