



GREENVILLE CENTRAL SCHOOL DISTRICT

Spartan **STRONG**

Where everyone learns, teaches, and belongs.

Greenville Central School District

International Baccalaureate Diploma Programme

ASSESSMENT POLICY (Updated September 2023)

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Statement of Assessment Philosophy

Greenville Central School District is a place where everyone learns, teaches and belongs. This is evident in our International Baccalaureate Assessment Policy.

While recognizing the significance of grades and grade point average in students' lives, grades are only one form of assessment. International Baccalaureate courses employ a range and variety of assessments within the classroom setting including formative/summative, individual/group, graded/non-graded, written/oral, and take place in a variety of contexts.

While the assessment strategy may vary from teacher to teacher, the primary purpose of classroom assessment is to provide teachers and students with feedback that is consistent, accurate, meaningful and supportive of teaching and learning. IB courses place an emphasis on criterion-related assessments, rather than norm-referenced assessments – meaning students' work is judged in relation to identified levels of attainment, rather than in relation to the work of other students.

The goal of assessment (both formative and summative) is not merely to calculate a grade but rather to mark progress and provide feedback for both the teacher and student that is helpful in ensuring that students are demonstrating growth and reaching their fullest potential on both International Baccalaureate assessments and the real-world challenges beyond high school.

Principles and Practices

- Teachers are actively engaged in assessing students.
- Teachers use a variety of assessment techniques and strategies including but not limited to: written assignments, oral presentations, lab write-ups, portfolios, projects, tests, research papers, peer assessment, self-assessment, etc.
- Students are assessed on an ongoing basis.
- Assessment may be differentiated according to the student's abilities (see Inclusion Policy).
- Assessment enables students to demonstrate conceptual thinking and critical thinking.
- Assessments help students to analyze their own learning, reflect on progress and set goals for improvements.
- Assessments are criteria-referenced as students are assessed against published learning outcomes.
- Teachers use assessments to guide instruction and provide feedback to improve future learning.

Greenville Central School District Assessment Calendar

To enable students to show their best work on IB assessments, these assessments will be due over the course of the two-year Diploma Program. IB faculty members collaborate to ensure that students have sufficient time to complete their IB assessments with the attention and effort that each deserves.

To this end, students will submit their IB work based on an annually updated assessment calendar which can be accessed through the IB Coordinator. It is essential for IB Diploma candidates to submit a copy of their Extended Essay Draft by October 15th of their 12th grade year. Failure to submit a draft by this date will jeopardize their status as an IB Diploma Candidate. Faculty will discuss and adjust due dates as needed. Faculty will plan in such a way as to allow students to acquire and develop the necessary knowledge and skills to perform at their best on these assessments. **No two areas of coursework will have the same due date.**

Predicted Grades and Internal Assessment

- **Predicted Grade (PG):** The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards. Predicted grades are also required for theory of knowledge and the extended essay.
- **Internal Assessment (IA):** Internal Assessments, also known as teacher assessments are used in most courses. They include: oral work in languages, fieldwork in geography, laboratory work in sciences, investigations in mathematics, and artistic performances.

In order to improve student learning and performance on IB assessments, teachers review data from previous years to arrive at these grades and incorporate plans for improvement into their own individual courses.

At the beginning of each school year, the IB Coordinator provides all IB teachers with feedback including subject marks, school statistics, component grades, IA feedback and Enquiry Upon Results (EQR) (when necessary) regarding their students' work from the previous year. At this time, teachers can clearly determine how their predicted grades and internal assessment marks align with IB examiners' standards.

Prior to submitting predicted grades and internal assessment grades, IB teachers are advised to review data from prior years to calibrate as well as possible their standards to those of IB.

Teachers submit their predicted grades and internal assessment marks to the coordinator based on the assessment calendar. The coordinator will confirm the marks with the individual teacher(s) prior to verifying the marks to IB.

Classroom Grades and Communication

Greenville High School grades courses on a 0-100 grading scale, including IB courses. There is no option of pass/fail grading. Below a 65 equals a failing grade. Depending on the IB course, teachers include various components into the overall grade including but not limited to: quizzes, tests, oral presentations, projects (group/personal), lab work, field studies and research papers. IB courses have a 5% boost to the final score that is weighed into the overall high school weighted grade point average.

Homework provides an excellent opportunity for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student. Homework policies vary depending on the teacher and course. The IB coordinator supports individual teachers in their individual policies and will meet with students as necessary if they are not following the course expectations.

Grades are communicated via our schools' student management system, Synergy. Parents and students have access to their grades at all times. Teachers are required to submit quarterly progress reports, rotating with quarterly report cards every five weeks. Quarterly report cards include academic performance data, attendance/punctuality and behavioral data. Parents are encouraged to contact teachers directly if they would like more information on individual grading policies or concerns regarding their son/daughter's grade. High school counselors and the IB coordinator are able to set up team meetings for individual students as requested.

Standardization of Assessments

Teachers work to standardize their assessment of student work in an effort to ensure reliable results. It is important for students to be evaluated consistently with IB standards and guidelines. Greenville IB teachers use exams in past sessions and use IB mark schemes to familiarize students with the grading criteria they can expect. In addition, teachers use IB rubrics to score assignments and assessment statements are frequently referenced in assignments to check for student understanding. As an added

measure, our Group 4 and Group 5 instructors access Kognity, which is a digital curriculum that aligns to IB standards. Subjects also utilize the resource *Inthinking*, to help create assignments and assessments that are standardized.

Teacher Accessibility and Additional Academic Supports

Teachers are available to meet with students individually and/or in small groups to address their academic needs. Additional academic support is available for students whose performance data suggests that he/she is struggling. The goal is to ensure that our students are provided as many opportunities as possible to demonstrate their knowledge and experience success. We strive to identify struggling students early and implement response to intervention (RTI) services and strategies.

Communicating IB Marks to Students, Parents and Colleges

Teachers are required to give informal feedback to student work that is submitted for IB moderation or examination, such as telling a student that they have done good or very good work, and offering honest narrative appraisal (oral or written) of the student's performance on the assessment task. Such feedback does not have to include the specific score that is submitted to IB, such as telling a student they made a 25 of 30 on the Individual Oral Commentary. Teachers should communicate to students the general nature of the moderation process. We believe a narrative appraisal gives the student a better idea of their own performance on the assessment and an idea of the grade range they should expect without promising a specific numerical score.

The IB Coordinator provides students with instructions for accessing their IB marks on IBIS once these are available following the May examination session. Students must use their secure login and PIN on IBIS if they want to see their scores. Students who want to retake an examination or resubmit components to IB examiners for scoring can arrange to do so in consultation with the IB Coordinator. Component results are available to students upon request but otherwise only subject results are available to students.

The IB Coordinator is responsible for assuring that IB marks are sent to colleges and universities once students have completed the assigned google form.

IB Examination Protocols and Procedures

In preparation for the May examination session, the IB Coordinator, AP Coordinator and building administrators will reserve adequate space to conduct testing. Any conflicting exam schedule will be remedied by the IB Coordinator prior to the exam session and students/parents/teachers will be notified.

During examinations, all IB testing protocols will be followed according to the latest update of Diploma Programme Assessment Procedures handbook and the conduct of IB Diploma Programme Examinations.

In advance of IB exams and assessments, the IB coordinator will work with students, parents, teachers, instructional services professionals and school leadership to provide accessible examination conditions for any students requiring special arrangements or accommodations (see Inclusion Policy). The IB coordinator will also ensure that the proper procedure is followed with IB so that necessary accommodations are approved by IB.