



**St. Louis Park  
High School**

**IB Diploma Program**

**Assessment Policy**



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## **St. Louis Park School District Mission**

The St. Louis Park Schools' mission states: "As a caring, diverse community with a tradition of putting its children first, we will ensure all students attain their highest level of achievement; prepare all students to contribute to society; offer high quality opportunities for lifelong learning; provide multiple pathways to excellence; challenge all learners to meet high standards; and provide a safe and nurturing environment that energizes and enhances the spirit" (ISD 283).

## **International Baccalaureate Mission**

The International Baccalaureate Mission states: "The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right" (IBO, 2013, p. i).

## **Principles of Assessment**

Assessments may be formative or summative in nature, but all assessments inform teaching and learning for both the student and the teacher. Assessment should be frequent, authentic and meaningful. It should include descriptive feedback that is promptly shared. Ideally, all assessment should lead to change in both the student as well as the teacher.

*Diploma Programme Assessment Principles and Practice* makes the following statements that are understood and supported by the St. Louis Park High School Diploma Programme teachers:

- ❖ "summative assessment: aimed at determining the level of achievement of a student..."
- ❖ formative assessment: aimed at identifying the learning needs of students and forming part of the learning process itself.

- ❖ The same assessment instruments can often be used for either purpose, the difference lying in the way the outcomes of the assessment are interpreted and applied.” (2010, p. 3)

## **Philosophy of Assessment**

In supporting all students to “attain their highest level of achievement” it is imperative that staff utilize best practices in assessment (ISD 283). Formative assessment must be frequent with specific and meaningful feedback provided to students. Teachers must understand criterion-referenced rubrics and the requirements of IB assessments and teach students how to use them as well. Teachers must include students in their assessment by requiring students to reflect, self-evaluate and peer-evaluate. (IBO, 2010, page 3).

## **Assessment in the IB Curriculum**

IB grades are determined through the criterion-referenced rubrics established by IB’s standards and practices in each content area. In other words, students are assessed based on their work in relation to levels of attainment, not in comparison to other students (IBO, 2010, page 3).

Multiple components are assessed to specific criterion and are then combined to determine the final grade. Each subject area has its own defined internal and external assessments in addition to the subject area examinations, administered in May of each year.

Students in the St. Louis Park High School International Baccalaureate Diploma Programme earn semester grades separate from their IB grade. A variety of items may go in to make up a student’s grade including things like; class and homework assignments, individual and group projects including laboratories, formative assessments, summative assessments. Teachers must include IB Assessment components into their final grades. Teachers have choice in what else is graded and placed in the final grade, but are encouraged to be careful to make certain that the grade is representative about what students know, understand and can do. Teachers must be clear with students about specific course expectations through a syllabus.

## **Student Assessment Expectations**

Due to the essential role of assessment - whether formative, summative, internal or external - certain expectations are followed.

- (1) All students enrolled in an IB Diploma Programme course are expected to complete the requirements for the course, including any Internal Assessments, External Assessments and the scheduled examinations in May.
- (2) All students enrolled in IB Diploma Programme courses are expected to uphold high standards of academic integrity as established by the St. Louis Park High School IB Student Code of Conduct Agreement (appendix) as well as the within the St. Louis Park High School Academic Honesty Policy. Students compromising the academic integrity of themselves or their peers may be withdrawn from the programme.

## **Teacher Assessment Expectations**

All teachers in the St. Louis Park IB Diploma Programme receive training in the IB standards and practices within their content area. Through this training, teachers learn about their subject area criteria, how to use the criteria for instruction and assessment and strategies for making the assessment criteria accessible and understood by students in the programme. A variety of professional development opportunities, including MyIB, collaboration with other subject area teachers around the state, and encouragement to be moderators for the IB further support teachers in their use of the assessment criteria.

Additionally, teachers who teach in the same curriculum are expected to collaborate closely. As it describes in the *Guidelines for developing a school assessment policy in the Diploma Programme*, collaborating teachers must work to scaffold assessment skills as well as work to standardize how they mark student work (2010, page 3).

Individual IB DP teachers are expected to record all oral exams, determine the authenticity of all External and Internal Assessment (excluding examinations), and comply with expectations set forth by the DP Coordinator.

IB DP teachers are expected to share summative assessment, particularly formal IB assessments, deadlines with other IB teachers in an effort to make the assessment calendar more reasonable for IB students.

### ***Grading***

- ❖ According to *Diploma Programme Assessment Principles and Practice* the main purpose of formative assessment is “to provide detailed feedback to teachers and their students on the nature of students’ strengths & weaknesses and to help develop students’ capabilities... [to which] the teacher is seen as a supporter rather than a director of learning” (2010, page 3). Teachers are encouraged to provide students with detailed feedback in a reasonable time.
- ❖ IB teachers are expected to assess student Internal Assessments using the IB rubrics specific for their course.
- ❖ IB teachers are expected to utilize the IB rubrics for in class assessments that mirror IB assessments.

### ***Recording & Reporting***

- ❖ Teachers are expected to update grades in our online grading system called Powerschool, including assessments, at minimum once every two weeks.
- ❖ Teachers are expected to include frequent formative assessment and less frequent summative assessment. Summative assessment must be included in recording per the standards in the prior bullet. Formative assessment may or may not be included in recording, however meaningful feedback must be returned to students so they may improve prior to summative assignments.
- ❖ Teachers participate in bi-annual conferences with parents/guardians.

- ❖ IB Teachers are required to submit Predicted Grades and Internal Assessment Grades in a timely manner. Following submission to IB, teachers are required to submit sample work for moderation, including their rubric grades and comments on the work where appropriate.

### ***Homework***

- ❖ Teachers are encouraged to have a clear policy about homework. Some teachers do not assign homework, others assign it on a nearly nightly basis.
- ❖ While homework assignments may not be assigned, students are expected to take time studying for each of their courses every night.

### **Assessment between IB & State Requirements**

The State of Minnesota mandates that public schools meet the requirements put forth in World's Best Workforce, in lieu of compliance with the federal regulations of *No Child Left Behind*. St. Louis Park High School meets these requirements. We also meet required Minnesota state curriculum standards or make use of the rigorous course waiver to approve the IB curriculum in lieu of some portion of the state standards.

### **Assessment and Language**

Group Three through Six course assessments are provided in English, as that is the primary language of the school. Group One assessments are assessed in English or Spanish depending on the course. The Group Two courses are assessed according to their language, either French, German, Hebrew or Spanish.

## **Assessment and Inclusion - Supports in our Building**

Teachers understand that students have different needs and strengths. As a result, teachers assess students in various ways. Teachers provide multiple forms of assessment throughout the year as appropriate to the course.

Teachers provide needed support to help students make progress toward mastery and to allow them to actively engage in and reflect on their educational experience. While preparing students for IB summative assessments, teachers in each subject area use a variety of formative assessments to scaffold student knowledge and skills.

Teachers do all that they can to be accessible to help students outside of class.

Students who require accommodations due to an IEP or 504 are provided those supports during assessments both within the class as well as on the IB examinations in May. Students are required to submit documentation to the IB Coordinator when registering for examinations in May if they are requesting accommodations. The most common accommodations on assessments, both in class as well as in the May examinations, are extended time and testing in a separate location.

Students who have learning disabilities may access the math & writing resource lab when preparing for assessments. In these locations, there are hired staff who assist students in accessing resources and strengthening skills.

The IB Diploma Coordinator and the St. Louis Park High School Counselors and Special Education Case Managers are available to meet with students and their families to support academic achievement. Special Education Case Managers for IEPs and Counselors for 504s are required to meet annually to review accommodations, goals and progress.

## **Communication & Implementation of the Assessment Policy**

All IB teachers will be given the revised plan each year to put in their IB Policies and Resources binder.

IB teachers will be asked to include information about assessment in their course syllabus and for parents at back to school night. The following items will be recommended: formative assessment, summative assessment, criterion-referenced, and rubric.

All teachers are responsible for following the assessment policy to the best of their ability. The policy will be shared with new teachers when they begin teaching an IB course.

## **Evaluating the Assessment Policy**

The IB Diploma Programme Coordinator will send out IB marks and statistics following the release of scores. At the beginning of the school year, the IB coordinator will host meetings to discuss those scores and statistics and the implications of staff work on assessment.

Staff will be encouraged each session to access MyIB and download the Subject Report for their course. If the teacher encounters difficulties in obtaining it, the IB DP Coordinator will print them.

The IB DP Coordinator will purchase previous May examinations and markschemes when made available. Teachers will be encouraged to use the assessments in class.

## **Policy Revision Process**

Revised May 2018 with input from J. Magdal & S. Meyers.

Initial writing: May, 2017 with input from C. Kregness, J. Magdal, S. Meyers, K. Schwietering.

Document will be reviewed annually at the end of the school year by a committee of staff volunteers.

## **Bibliography**

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## **Appendix - IB Student Code of Conduct**

### **IB STUDENT CODE OF CONDUCT**

**As an International Baccalaureate student at St. Louis Park High School I understand and agree to the following:**

1. International Baccalaureate courses are demanding and rigorous. IB students will work hard and try their best to fulfill the requirements and demands of the course.
2. In order to receive the IB designation on their transcript, students must fulfill all the requirements and Internal Assessments of the course and take the IB exam in May. IB students who do not complete the

course requirements, Internal Assessments or take the IB exam will have the IB designation removed from their transcript and be subject to a \$80 missed-exam fee.

3. IB students must make an honest effort to do their best on all IB exams. The IB teachers work hard to prepare IB students for the exam. To do less than your best does a disservice to the integrity of the course and the teacher. When it can be demonstrated that a student has not made an effort to do their best on an IB exam, the student will have the IB designation removed from their transcript and be subject to a \$80 missed-exam fee.

4. IB students must understand the basic meaning and significance of concepts that relate to academic honesty. Because of the demands of the IB curriculum, students should take pride in doing their own work and have respect for the integrity of the program. All assignments, written or oral, completed by a student for assessment must use the student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. All ideas and work of another person, regardless of their source, must be acknowledged.

5. According to the International Baccalaureate Organization, academic dishonesty or malpractice is defined but not limited to the following: (these apply to IB exams and requirements and school exams and requirements)

Plagiarism: defined as the representation of the ideas or work of another person as the student's own. Representing another student's work as one's own.

Collusion: defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another. For example, copying from another student's exam paper or allowing another student to copy from one's own paper.

Duplication of work: defined as the presentation of the same work for different assessment components and/or diploma requirements. Unauthorized collaboration on homework or other class assignments.

Any other behavior that gains an unfair advantage for a student or that affects the results of another candidate. For example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record. Using the words and ideas of another person to support one's arguments while following accepted practices is an integral part of any intellectual endeavor, and integrating these words and ideas with one's own in accepted ways is an important academic skill. Use of

the Internet websites and any other electronic media must be treated in the same way as books and journals and be properly acknowledged.

Plagiarism is not always an attempt to present the ideas or work of another person as their own. Many students are not aware of how or when to acknowledge sources. Each case may require separate judgment but when in doubt, ask your teacher for guidance.

The presentation of the same work for different assessment components or classes is a duplication of work and may constitute malpractice. Other examples of malpractice may include but are not limited to the following:

- fabricating data for an assignment or paper
- bringing unauthorized material into an examination room
- misbehaving during an examination
- exchanging or passing on information relating to an exam
- copying the work of another student
- impersonating another student for the purpose of taking an exam
- writing inappropriate material in an exam
- using an unauthorized calculator during an exam
- using inappropriate information during an oral exam

I have read and understood the IB Student Code of Conduct. I understand that I may forfeit my right to participate in the IB program or classes by violating this agreement. Please turn this in with your IB exam registration form. The registration form will not be accepted without the IB Student Code of Conduct.

Student name (print) \_\_\_\_\_ Student signature \_\_\_\_\_

Parent signature \_\_\_\_\_ Date \_\_\_\_\_