

**Bodine High School for International Affairs**

**International Baccalaureate Program**

**Assessment Policy**

**Philosophy**

Bodine High School offers a humanities-centered college preparatory program. Although diverse in matters of race, ethnicity, and religion, Bodine students share a common desire for interpersonal and international harmony, a rich and relevant academic program, and a nurturing educational environment. The mission of the Bodine High School International Baccalaureate Diploma Program is to sustain and elaborate a public school program where those desires can be satisfied.

We have high expectations for all students. We strive for the most effective delivery of the International Baccalaureate Diploma Program curriculum and are committed to the development of creative, critical, sensitive thinkers who act with integrity and value others for their differences. Assessment is a vital part of the learning process for IB learners. The BHSIA Assessment Policy reflects and supports the core principles of the IB Mission Statement and Learner Profile. This document articulates our philosophy and policies concerning the assessment of student learning and achievement in the Bodine International Baccalaureate Diploma Program.

**Purposes of Assessment**

Bodine High School assesses students in order to:

* improve instructional methods
* allow students to become self-monitoring effective learners
* give students a context to see their growth/mastery
* monitor and evaluate student progress towards meeting course and IB Diploma Program standards
* inform curricular decision-making

**Principles of Assessment**

Bodine High School IB students engage in many assessments as they complete the Diploma Program. The expectations of all stakeholders – students, parents, teachers, and administrators - in the area of assessment are as follows:

Students

According to the IB Learner Profile, “The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.” Assessment is an active part of the learning process that contributes to the growth of Bodine students as global citizens with all of the attributes outlined in the IB Learner Profile by inviting them to:

* demonstrate their curiosity about course content and the world
* apply their knowledge with a sense of independence and confidence to defend their positions and beliefs
* take responsibility for their academic pursuits by adhering to the highest level of integrity
* communicate effectively and sensitively
* utilize a variety of learning styles and intelligences
* engage in self-reflection
* think critically and creatively
* create balance in their lives through a growing understanding of intellectual, physical, and emotional well-being for themselves and others

Parents

We believe parents are our partners in the learning process and we strive to include them as their children progress in the Diploma Program. By providing effective assessments, we allow parents to:

* monitor student learning and progress
* engage in meaningful dialogue with their children
* provide opportunities to support both students and teachers

Teachers

Bodine educators tailor assessments to their disciplines as well as to specific student needs. Effective assessment requires teachers to:

* be reflective practitioners who are willing to experiment with new modes of assessment in order to improve student outcomes
* collaborate with each other to share best practices and newly discovered procedures
* genuinely care about students and their educational strengths and weaknesses
* allow students to engage in authentic assessments that allow them to adopt the attributes outlined in the IB learner profile
* use a variety of ways to collect data on student learning, including formative, summative, and performance-based assessments
* support students emotionally when they encounter unfamiliar material and situations
* allow students to have a voice in their own assessment through individualized learning plans
* analyze data to identify student needs and inform instruction
* encourage students to be open to other cultures, values, and communities
* expect students to act with integrity and honesty in their intellectual pursuits and in their daily lives
* model the IB learner profile in the classroom, in their relationships in the school community, and in their interests as lifelong learners

**Assessment Practices**

Since IB emphasizes critical and creative thinking in every subject area, Bodine’s IB teachers design formative and summative assessments that emphasize higher-order cognitive skills based on inquiry-based, constructivist instructional strategies. Congruent with the IB model of instruction and assessment, teachers consistently construct fair and meaningful methods to measure concept and skill mastery. Ongoing class discussions and private conferences take place throughout each course. Peer and self-assessments help students to develop a range of effective strategies as they actively build their understanding of new concepts and learn how to judge the quality of coursework against well-defined criteria.

IB teachers continuously incorporate a wide range of formative and summative assessments based on past exams and the resources available on the Online Curriculum Center. These include, but are not limited to:

* essays,
* short-answer,
* performance exercises,
* multiple-choice style quizzes and tests,
* short and extended responses,
* essays,
* research papers,
* projects,
* portfolios,
* class discussions,
* group and individual oral presentations,
* individual oral commentaries,
* multimedia presentations,
* skits and performances,
* small group activities,
* peer evaluations,
* historical investigations,
* experimental investigations,
* sketchbooks,
* studio work,
* fieldwork,
* response journals and reflection logs.

Differentiated instruction allows students numerous opportunities to provide evidence of learning to demonstrate their understanding. Using the wide-range of assessment result data, teachers are able to thoroughly evaluate the effectiveness of instructional strategies in relation to specific learning outcomes.

To aid in balancing the student workload, teachers at Bodine adhere to the following major test day schedule. At times, teachers work together to adapt this schedule.

Monday - Math

Tuesday – World Languages

Wednesday – English, Business

Thursday - Biology

Friday – History, CAS

**IB Assessments** IB assessments are criterion-referenced, not norm-referenced, meaning students are graded according to established standards and criterion rather than against the work of other students.

Before enrolling in the Bodine IB program, students and their parents attend a mandatory information session offered by the coordinator. In addition to general information about the program and the core requirements, IB assessments are reviewed at that time. Similar meetings are offered periodically during 11th and 12th grade, and parents are welcome to visit the IB Coordinator during Back to School night and Report Card conferences.

Detailed information about IB assessments is disseminated by IB teachers in their classrooms. Students benefit from an experienced and ambitious faculty that uses the IB Learner Profile in every aspect of lesson planning, including preparation for IB assessments.

IB assessment grades are not calculated in a student’s class average.

Internal Assessment

Internal assessments are examples of student work that are graded by their teachers and may be moderated by IB examiners. A representative sample of student work is submitted to IB graders in each subject.

This includes:

* oral work in languages
* laboratory work in the sciences
* investigations in mathematics

Assessments normally contribute between 20% and 30% of the total IB mark. Internal assessments allow students to demonstrate their newly acquired knowledge and skills outside of a traditional examination environment.

The calendar dates for completion of internal assessments are determined by the IB faculty. It is designed to assist students in time management in that it distributes the workload over the course of the two-year program. The Bodine IB internal calendar is available to parents and students at the start of the school year.

External Assessment

IB External Assessments are overseen, proctored, and collected by Bodine faculty and sent around the world to examiners for grading. Students complete external assessments (known as “papers”) in each subject area course in May of the senior year. Additional external assessments include the Extended Essay, English essays (Written Assignment), Language B Written Assignments, and the TOK essay.

External Assessment deadlines are established by the IBO and strictly adhered to by Bodine High School. Teachers and Extended Essay Supervisors communicate appropriate due dates to students, and the IB exam schedule is published to students and parents.

Predicted Grades

The predicted grade is the teacher’s prediction of the grade the student is expected to achieve in the subject, based on all the evidence of a student’s work and the teacher’s knowledge of IB standards. Predicted grades are also required for Theory of Knowledge and the Extended Essay, and may be used as additional information about students who are subject to special consideration.

Predicted grades are used by IBO when considering a subject’s grade distributions and the performance of individual candidates. They may also be used as a basis for the review of student work when a student’s performance varies greatly from the instructor’s predicted grade.

It is the policy of Bodine High School that students and parents may request a conference with a teacher to discuss the student’s predicted grade for a specific course.

**Grading Scales and Descriptors**

The School District of Philadelphia Grading Scale follows:

 A 90-100%

 B 80-89%

 C 70-79%

 D 61-69%

F 60 and below

IB Grading Scale:

 7 Excellent Performance

6 Very Good Performance

5 Good Performance

4 Satisfactory Performance

 3 Mediocre Performance

2 Poor Performance

 1 Very Poor Performance

Bodine High School IB Internal Grading Descriptors (adapted from the International School of Beaverton, Oregon)

|  |  |
| --- | --- |
|  A | A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a **wide variety** of situations. **Consistent** evidence of analysis, synthesis, and evaluation is shown where appropriate. The student **generally** demonstrates originality and insight. |
|  B | A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a **variety** of situations. The student **generally** shows evidence of analysis, synthesis, and evaluation where appropriate and **occasionally** demonstrates originality and insight. |
|  C | An **adequate understanding** of the required knowledge and skills, and the ability to apply them effectively in **normal** situations. There is **occasional** evidence of the skills of analysis, synthesis, and evaluation. |
|  D | **Limited** achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a **limited understanding** of the required knowledge and skills and is **only able to apply** them fully in normal situations **with support.** |
|  F | **Minimal or very limited** achievement against all of the objectives. The student has difficulty in understanding the required knowledge and skills and is **unable** to apply them fully in normal situations, **even with support.** |

**Recording and Reporting Grades**

Teacher grades are recorded in Infinite Campus, which is contracted by the School District of Philadelphia and provides online, daily access to students and parents. Parents and students are provided their personal code at the beginning of their freshman year. Grades and attendance are updated daily in Infinite Campus. Teachers use written and verbal feedback to encourage student progress, identify their needs, determine achievement, and assist in maintaining accountability.

Interim reports are issued at the 5 week mark in each nine-week quarter. Report cards are issued at the end of each marking period (quarter). Open House and Parent/teacher conferences are scheduled twice a year. Individual parent and/or student conferences are held on an as needed basis.

A calendar for Internal Assessments is created at the beginning of each year (see Calendar of School Deadlines).

The retention of students is determined by the Diploma Programme Coordinator, with input from the teachers, students, and parents. Also, students’ final grades are included in making this decision. Students are provided the opportunity to appeal the final decision and may be allowed to continue in the IB Program on a provisional basis. A contract between the student, IB teachers, and DP Coordinator is created, which outlines the conditions for continuance in the DP Program. The students’ progress is reviewed during the first 9-week period.

College level courses (AP, IB, and Dual Credit) are weighted, which means that they carry an additional 1.2 quality point. For example, a letter of grade B, a percentage point of 85, and their average would calculate as 4.0 quality points towards the student’s GPA.

Unit plans are collected by administration on a quarterly basis, and teachers may opt to use ManageBac for this purpose.

IB team meetings are used for both vertical and horizontal planning of curriculum and assessments. ManageBac analytics (i.e. summary reporting) are examined at these meetings.

Anecdotal records are kept by teachers, including focus ATL’s and student samples. These records allow for reflection planning and may be used in the Professional Development Plan, a required component of teacher evaluation.

**Links to Language and Special Needs Policies**

Each of the areas of assessment, admissions, and language instruction are integral to providing BHSIA students with a comprehensive education. The principal, assistant principal, department chairpersons, guidance counselors, and DP coordinator review incoming freshman students’ and new students’ standardized test scores, written samples, academic records, and teachers’ recommendations. Collectively

they reach a decision about each student’s placement in either the Pre-IB/IB or college preparatory course of study. A personal interview may also be scheduled. Further details may be found in the school’s language policy and IB Curriculum Guide.

**IB Diploma Passing Regulations**

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

* CAS requirements have been met.
* The candidate’s total points are 24 or more.
* There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
* There is no grade E awarded for theory of knowledge and/or the extended essay.
* There is no grade 1 awarded in a subject/level.
* There are no more than two grade 2s awarded (HL or SL).
* There are no more than three grade 3s or below awarded (HL or SL).
* The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
* The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
* The candidate has not received a penalty for academic misconduct from the Final Award Committee.

**IB Exams**

IB exams are conducted in strict accordance with IB regulations. The IB Coordinator informs students and their parents about exam rules and policies.

Oral exams are administered at the World Affairs Council offices. Exam papers are written at Bodine High School or at The School District of Philadelphia headquarters at 440 N. Broad Street. Exam invigilation is performed by the IB Program Coordinator and carefully selected and trained school personnel.

**Local Assessments**

Students in the state of Pennsylvania must take Keystone Examinations. The Keystone Exams are end-of-course assessments designed to assess proficiency in Algebra I, Literature, and Biology. In future years, pending funding, additional Keystone Exams will be administered.

**Resources**

International Baccalaureate Organization Diploma Program Assessment Principles and Practice

International Baccalaureate Organization General Regulations (2016)

International Baccalaureate Organization Guidelines for developing a school assessment policy in the Diploma Programme (2010)

*This policy is reviewed and updated annually based on the current IBO Assessment Policy and the evolving needs of our program. The entire Bodine IB team contributes to its revisions.*

Revised September, 2017