

Ozark High School – Assessment Policy

Introduction

Authorized in 2011, the Ozark High School International Baccalaureate Diploma Programme offers a rich academic program of study aligned with our school's mission statement as well as the mission statement of the International Baccalaureate Organization. Assessment is a key component to the learning process.

Philosophy

Assessment is the process of collecting information from a variety of sources to measure student attainment of curriculum outcomes, to provide feedback to guide future instruction and to promote student learning. Evaluation is the process of judging the quality of student work against explicitly identified criteria and assigning a value (a mark, or grade), to represent the level of achievement attained.

Principles

- Teachers are actively engaged in assessing students
- Teachers use a wide variety of assessment techniques and strategies such as, but not limited to: written assignments, oral presentations, field work, portfolios, lab write-ups, tests, examinations, research papers, peer assessments, self-assessments, etc.
- Students are assessed on an on-going basis
- Assessment and evaluation practices are fair to all students
- Assessment may be differentiated according to the student's abilities and assessment access requirements
- Assessment enables students to demonstrate conceptual understanding and critical thinking
- Assessments help students to analyze their own learning, reflect on progress and set goals for improvements
- Assessment are criteria-referenced as students are assessed against published learning outcomes
- Assessment criteria are explained to students prior to assessment
- Teachers use assessment to guide instruction and to provide feedback to improve future learning

Formative and Summative Assessment

Formative assessment represents the process of gathering, analyzing, interpreting and using evidence to improve student learning. It is integrated into the daily learning process and is an integral part of instruction. It provides teacher and students with information about how learning is progressing. It is used to help the teacher to provide timely and specific feedback to students, scaffold next steps, and differentiate instruction in response to student needs. Results of formative assessment are used by students to monitor their own progress, make adjustments in their learning approaches, reflect on their learning, and set individual goals. Formative assessment serves as the foundation for learning and prepares students for the summative assessments, which measure achievement and are used to evaluate student knowledge level.

Summative assessment occurs at the end of a period of learning when students are given the opportunity to demonstrate what they have learned by applying their knowledge. Summative assessment is used by teachers to make judgments about the quality and quantity of student learning on the basis of established criteria, to assign a value to represent that quality and quantity, and to support the communication of information about achievement to students, parents, teachers and administrators.

Assessment Practices

Ozark High School recognizes that teaching, learning and assessment are fundamentally interdependent. We realize students have different learning styles, unique backgrounds, and a variety of personal educational goals. Therefore, assessment must vary accordingly. While a variety of assessments are used in each IB

course, assessment structures are consistent through the entire Diploma program. These consistencies include being criterion-referenced and the issuance of formative and summative assessments.

In addition to the required IB course-specific assessments, each teacher compiles further assessments to evaluate students. The performance on these assessments will be reported as a letter grade. Students are evaluated using the 1-7 IB grade scale, allowing students to compare their preparedness against a subject-specific scale. Teachers grade summative assessments with the 1-7 scale, and provide those results to students along with the results of the official IB internal assessment. The student have a cumulative understanding of their achievement level. Note that the 1-7 marks only report achievement, not effort, motivation or behavior. However, the letter grade may include consideration of those factors. Junior Finals are 10% of a student’s letter grade. Seniors take mock IB exams in the spring as important preparation for External Exams. School level exams are combined with IB moderated and IB marked assessments to determine a student’s final grade. Students receive weighted classroom grades reported through Tyler Student Information System (Ozark R-VI electronic grading system). In high school, semester grades earned become part of the student’s transcript to may be reported to colleges, employers, and others.

Following IB guidelines, teachers use a multiplicity of formative and summative assessments. Formative assessments used are wide in variety, including homework, quizzes, exams, discussions, reports, essays, lab work, artwork, projects, group and oral presentations, individual oral commentaries and observation. Teachers use data from formative assessments to improve instruction. Summative assessments occur at the end of a unit or semester and provide the foundation of a student’s grade. Both types of assessments provide significant feedback resulting in student achievement.

Ozark High School’s mission is to inspire and empower students to become productive citizens who are lifelong learners. Ozark teachers plan to provide fair, meaningful and rigorous assessment to ensure students have the opportunity to demonstrate their mastery of concepts and skills. Mastery of concepts and skills allows teachers, students, and parents’ confidence in the student’s progress toward becoming active, compassionate and lifelong learners.

IB Internal and External Assessments

The IB uses several ways to assess student knowledge and understanding of the subjects. Each subject is tested through a number of different elements or components. Exams are taken at the end of the programme of study, and answers are marked (scored) by external examiners. As well as exams, assessment tasks are completed within school. These tasks are either internally assessed (marked by teachers and then moderated by examiners) or externally assessed (sent directly to trained examiners to be marked).

<p><u>Examples of tasks sent directly to examiners to be marked:</u></p> <ul style="list-style-type: none"> • Examinations (including on-screen) • Extended essays • Written assignment / written tasks • Theory of knowledge essays 	<p><u>Tasks marked by teachers and moderated by examiners include:</u></p> <ul style="list-style-type: none"> • Oral work in languages • Explorations in the sciences • Investigations in mathematics • Artistic performances • Portfolios / ePortfolios • Projects • Political Engagement Activities • Study Replications 	<p><u>Within each component there is a variety of assessment tasks:</u></p> <ul style="list-style-type: none"> • Multiple-choice questions • Short-response questions • Extended-response questions • Essays • Presentations • Performances
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An individual component can be made up of one or more tasks. Different assessment tasks are used to ensure the IB teacher uses the best tool to test the right skills. For example, an essay can be used to assess writing skills, a multiple-choice question can be used to assess ability to recall information related to the course, and a presentation can be used to assess communication skills. Having a variety of assessment tasks means student achievement is properly tested. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

Students sit for external examinations in May at the conclusion of their course (this could be at the end of Year 1 or Year 2 depending on the course). The exams are written by the IBO and student responses are sent to examiners around the world for evaluation. Internal examinations are due at different times throughout the course and are graded by the teachers and samples are sent in to IBO for moderation by examiners to check whether the teacher's marking of the sample work is appropriate.

The International Baccalaureate assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses. DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example: analyzing and presenting information, evaluating and constructing arguments and solving problems creatively. Basic skills are also assessed including: retaining knowledge, understanding key concepts and applying standard methods. In addition to academic skills, DP assessment encourages an international outlook and intercultural skills wherever appropriate.

Reporting IB Grades

IB course evaluation and student achievement is communicated throughout the academic year via a variety of methods. In August, IB course curriculum outcomes and assessment practices are communicated through course descriptions provided to students. In September, a parent meeting is held to inform parents about course outcomes and assessment practices in the programme. As needed, teachers consult with parents on an individual basis via email, phone, or face-to-face meetings.

IB course grades, based on school-based assessments, are reported to students and their parents on an ongoing basis through the use of password protected online accounts with SIS Tyler Management. Final grades are emailed home to parents at the end of each semester.

Marks in IB courses are reported using the International Baccalaureate 1 -7 marking scale as described below. The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course.

IB Grading Scale	
Subject Marks on IB Assessments	ToK Course and EE Grades
7 – Excellent Performance	A – Excellent
6 – Very Good Performance	B – Good
5 – Good Performance	C – Satisfactory
4 – Satisfactory Performance	D – Mediocre
3 – Mediocre Performance	E – Elementary
2 – Poor Performance	N – No Grade
1 – Very Poor Performance	

The final IB scores, received during in July after testing in May, are based on the IB internal and external assessments, not on school-based assessments. Students are notified of their final IB marks July 6 through access to a secure IB website. Access information is given to them prior to testing in May. Requests are made to the IB Coordinator in the early spring for official IB results to be sent directly from the IBO to the one university of their choice in the United States. Students can request for results to be sent to an additional university online through their secure login for an additional fee.

Earning the Diploma

To achieve the IB Diploma Program students must take one course in each of five academic groups: Language A1, Language Acquisition, Individuals and Societies, Sciences, and Mathematics. They must also take a sixth course, either an Arts course or additional course from one of the groups listed above. They must also successfully complete the Theory of Knowledge (ToK), Extended Essay (EE) and Creativity, Activity and Service (CAS) components. Each one of the IB subjects is graded on a 1-7 scale. To determine diploma eligibility the marks in each of the six subjects are totaled. Combined performance in the Theory of Knowledge and the Extended Essay, which are marked on an A-E basis, contribute up to three (3) additional points to a student's total, according to the chart below.

The EE and TOK Matrix

The diploma additional points matrix



		Theory of Knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not Submitted
Extended Essay	Excellent A	3	3	2	2	1 + Failing Condition	N
	Good B	3	2	1	1	Failing Condition	N
	Satisfactory C	2	1	1	0	Failing Condition	N
	Mediocre D	2	1	0	0	Failing Condition	N
	Elementary E	1 + Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	N
	Not Submitted	N	N	N	N	N	N

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

The IB Diploma is awarded to a candidate provided all the following requirements have been met:

CAS requirements have been met

- a. The candidate has 24 or more points
- b. No N awarded for Theory of Knowledge, the extended essay or for a contributing subject
- c. No grade E awarded for Theory of Knowledge or the extended essay
- d. No grade 1 awarded in a subject
- e. No more than two grade 2s awarded (HL or SL)
- f. No more than three grade 3s or below awarded (HL or SL)
- g. The candidate has 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- h. The candidate has 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- i. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Form of the Results

Successful IB Diploma Candidates receives an IB Diploma and a document entitled “Diploma Programme (DP) Results” listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay.

A Bilingual IB Diploma is awarded to a successful candidate who fulfills one or both of the following criteria.

- a. Completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- b. Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate’s group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

An IB Diploma Candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in Theory of Knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.

DP Course Candidates receive DP Course Results indicating the results obtained in individual subjects and the core requirements, as appropriate.

Inclusive Assessment

At Ozark High School all students are immersed in an inclusive environment in which a delivery model of services focusing on reasonable, non-intrusive accommodations is provided to students who have individual education plans. Upon entering the IB Diploma Programme, parents and students work with their case manager and teachers, and the processes outlined in our Inclusive Assessment Policy are enacted. Request for inclusive assessment arrangements for final IB exams must be submitted to the IB coordinator by the case manager to insure proper registration for the IB exams.

Assessments of the IB Diploma Program at OHS

