

Hanover County Public Schools International Baccalaureate Assessment Policy

School Assessment Philosophy

The primary purpose of assessment and evaluation is to support and improve student learning and achievement, an essential element to any school program, but particularly the diploma program of studies offered by the International Baccalaureate Organization. Student achievement is measured through growth over time as students practice, progress, and eventually gain mastery of essential skills. In order to evaluate student progress, adjust instruction, and provide relevant, timely feedback to students regarding their progress in any course, teachers must use a variety of formative and summative assessments. To ensure that assessments are valid and reliable, and that they lead to the improvement of learning for all students, educators must evaluate the role and scope of assessments within their discipline and strongly correlate the outcomes of assessment to classroom instruction. In addition, assessments play an important role in fostering effective student learning which is aligned with the **IB Learner Profile Traits** and to the **Profile of a Hanover Graduate**.

Well-developed assessments, both formative and summative, allow teachers to measure the depth of knowledge gained while fostering student growth in critical thinking, inquiry, problem-solving, self-evaluation, and communication (written and oral). Effective assessment can also influence students' time management, goal-setting, reflections skills. With intentionally designed and scaffolded assessments throughout the course of study, students can illustrate much more than just what they know, but how they know it and how that knowledge has changed over time with an increased understanding of the material/skills acquired.

We recognize that achievement is “more than just grades” as we strive to do more than just “teach to the test.” The goal of an IB education is to teach the whole child through focus on assessment, quality teaching and learning, reflection, and the benchmark of learner profile traits. There is little way to assess “risk-taking” with an equivalent score in the gradebook, but assessments are designed to incorporate such outcomes for students. Using IB’s **Assessment principles and practices—Quality assessments in a digital age** we acknowledge that assessments must be “valid for the purposes for which they are intended” and “be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives and manageability for candidates, schools and IB.” Assessment design “must encourage good quality teaching and learning” in accordance with IB ATL approaches and “be appropriate to the widest possible range of candidates, allowing them to demonstrate their personal level of achievement.” Finally, assessments must support learning in the wider context of both the IB program and the standard of excellence as

outlined by a Hanover County Public School education. No one program, no one course, should be taught in isolation but rather “support concurrency of learning and the overall learner experience” over all programs.

Definitions of Assessment Tasks

Pre-Assessment: Any type of activity or assessment given prior to the start of the unit of study. A pre-assessment allows the teacher better understanding of what students already know, informing instruction and the design of more effective learning tasks. That same pre-assessment can be administered at the end of the unit as well to measure achievement.

Formative Assessment: a range of formal and informal assessment procedures conducted by teachers during the learning process which are used to modify teaching and learning activities in order to improve student understanding and attainment of skills. Formative assessments are considered minor grades and are weighted accordingly. Examples of formative assessments may include but are not limited to quizzes, group discussions, Socratic seminars, individual conversations, visible learning routines like think-pair-share and K(now) W(ant to know) L(earned) charts, exit slips, classroom polls, analysis of student work, Round Robin discussions, group charts, experiments, student demonstrations, quizzes, blogs, Group 6 student conferences, etc.

Summative Assessment: evaluation of student learning at the end of an instructional unit by comparison with a standard or benchmark. Summative assessments are considered major grades and weighted accordingly. Examples of summative assessments may include but are not limited to end-of-unit tests, end-of-unit projects, essays, oral presentations, portfolios, exams, Hanover County Benchmark assessments, Virginia Standard of Learning Assessments, course certification examinations, etc.

Internal Assessments: Commonly referred to as IAs, these are a requirement of all IB diploma program classes. IA scores are typically due to IB in April. These independent projects are completed with teacher guidance. The teacher assesses student performance using the corresponding IB rubric. The Coordinator inputs all students’ scores into IBIS and IB generates a random sampling of those scores. The students selected submit their work. Teachers indicate how the rubric was applied/notes about the work. The sample is externally moderated by IB examiners to ensure fairness and consistency. Based on this moderation process, student scores may be adjusted up, down, or remain the same. There are a number of checks and balances in place for IB examiners which maintains the integrity of internal assessment.

External Assessment: These are the major summative assessments required by IB. These include examinations for which the students sit in May. They also include major assessments like portfolios, films, and written assignments. These are externally assessed by IB examiners, not the classroom teacher. There are a number of checks and balances in place for IB examiners which helps maintain the integrity and consistency of scoring.

Description of Methods of Assessment Used by IB from Assessment in the Diploma Programme

The IB uses several methods to assess work produced by students.

Assessment criteria: Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion’s importance. The marks awarded for each criterion are added together to give the total mark for the piece of work. The following is an example:

Mark bands: Used in Internal Assessments, mark bands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

Criterion D: Organization and development

- How well organized, coherent and developed is the presentation of ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Ideas have little organization; there may be a superficial structure, but coherence and/or development are lacking.
2	Ideas have some organization, with a recognizable structure, but coherence and development are often lacking.
3	Ideas are adequately organized, with a suitable structure and attention paid to coherence and development.
4	Ideas are effectively organized, with a very good structure, coherence and development.
5	Ideas are persuasively organized, with excellent structure, coherence and development.

Analytic mark schemes: Analytic mark schemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response.

Grade Boundaries: Grades depend on how difficult the task was as well as how many marks were achieved. IB is able to move the grade boundaries down if an exam is very difficult or move them up if it is very easy. The grade boundaries are agreed upon at a meeting of the senior examiners and IB staff shortly before the issue of results. The grade boundaries are determined using a combination of judgment, statistical evidence, grade descriptors and feedback from teachers. Below is a sample from Biology from 2017.

MAY 2017 Grade boundaries



PAPER 1 (MCQ)			PAPER THREE			PAPER TWO			PRACTICAL WORK			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	7	1	0	3	1	0	6	1	0	3	1	0	14
2	8	9	2	4	7	2	7	12	2	4	6	2	15	25
3	10	11	3	8	11	3	13	16	3	7	10	3	26	35
4	12	14	4	12	15	4	17	23	4	11	13	4	36	47
5	15	18	5	16	20	5	24	30	5	14	16	5	48	61
6	19	21	6	21	24	6	31	37	6	17	19	6	62	73
7	22	30	7	25	35	7	38	50	7	20	24	7	74	100

Marking notes: For some assessment components marked using assessment criteria, marking notes are provided. Marking notes give guidance on how to apply assessment criteria to the particular requirements of a question.

Inclusive assessment arrangements are available for candidates with assessment access requirements. These arrangements enable candidates with “diverse needs to access the examinations and demonstrate their knowledge and understanding of the constructs being assessed.” Specific guidance regarding inclusive assessment arrangements can be found in the **HCPS IB Inclusion Policy**.

Regarding Marks and Grades

from **Assessment principles and practices—Quality assessments in a digital age**

“Marks and grades are not the same thing. An important aspect of carrying out, and using, summative assessments of candidates is to understand the difference between marking their work and grading their work. In marking, a candidate is given credit for the work they have produced against a mark scheme or similar framework. This is an indication of the degree of the assessment task they got right. The mark itself has no other meaning. In deciding a grade, the examiner is making a judgment on the quality of the candidate’s work against a defined standard which will take into account the difficulty of the task as well as the proportion of the task that was completed.

The grade therefore has some meaning or relevance and is usually intended to be comparable with performances on other assessments.”

Grading Scales

The **Hanover County Public School’s Grading Scale** is as follows:

<u>Non-Weighted</u>			<u>.5 Weighted Courses</u>	<u>1.0 Weighted Courses</u>
			(eg. Adv.)	(AP, IB, DE)
A+	97-100	4.0	4.5	5.0
A	93-96	4.0	4.5	5.0
A-	90-92	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3.0	3.5	4.0
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2.0	2.5	3.0
C-	70-72	1.7	2.2	2.7
D+	67-69	1.3	1.8	2.3
D	65-66	1.0	1.5	2.0
F	Below 65	0	0	0

The IB Course Scale:

In the DP, students receive grades ranging from 7 to 1. Students receive a grade for each DP course attempted. HCPS defines these overall scores as follows:

7 - Excellent performance	(97%-100%)
6- Very good performance	(93%-96%)
5- Good performance	(84%-92%)
4- Satisfactory performance	(72%-83%)
3- Mediocre performance	(61%-71%)
2- Poor performance	(50%-60%)
1- Very poor performance	failing grade

A student’s final Diploma score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core. More information on requirements for attaining the IB diploma can be found on the school IB website.

Grade Awarding by IB

From **Assessment principles and practice in a digital age**

- “Grades should mean the same whichever session a candidate takes their exam in.
- The grade award process decides how to convert between marks and grades to ensure that this is the case.
- Grade boundaries are determined using a range of evidence including both expert judgment of candidate work and cohort results.
- It is the overall grade that a candidate receives that is the most important aspect, not any individual components.”

Each candidate is awarded a score 1 to 7. The following is a sampling of the grade descriptors for Group 1: Studies in Language and Literature:

Grade 7 Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 4 Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 1 Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within the thoughts and feelings of the work(s) are explored.

Predicted Scores:

Teachers are required to submit a predicted score (1-7) to IB for each student. When appropriate, HL/SL A and HL/SL B teachers will engage in collaboration to assign this score. The predicted grade should be derived based on the student’s

- performance on teacher-created assessments throughout the course,
- performance on practice IB exams,
- and the teacher’s assessment of performance on IB Internal Assessments.

It should be clearly noted that predicted scores (1-7) should not be inflated, and should reflect their predicted performance on IB assessments.

Official IB Scores and HCPS End-Of-Course Scores

IB scores and diplomas are awarded in July, about one month after the close of the HCPS school year. Official IB Scores are not correlated with or used in determining the Hanover County Public School end-of-course grade. While not likely, it is possible that a student could score quite well (6) for an IB course, but not perform as well for an end-of-course grade (B-/C), or the reverse, earning a (B+) but not scoring well from IB (3). As a best practice, teachers carefully review IB scores from the previous year alongside HCPS coursework scores to ensure that effective teaching, learning, and assessment is consistently taking place in the classroom. Should there be major discrepancies, the teacher will work with the IB Coordinator, IB Counselor, and/or Principal to review and carefully reconsider assessment practices and instructional methods for the incoming class.

IB Scores versus HCPS Grades:

Standardization of Assessment

All IB assessments relate to the course of study and all IB objectives. Teachers are expected to use the mark bands and assessment criteria when assessing student work. When there is more than one teacher in a subject area, teachers collaborate to create standard assessment and evaluation plans. They collaborate to plan instruction, create methods of assessment, cross score (ie. trade student work) in an attempt to prevent bias, and use common assignments and rubrics.

All teachers use the IB Grading Scale (1-7) in combination with released grade boundaries/mark bands, to establish common and consistent assessment tools. Standardization of assessments allows teachers to be consistent over time and create common methods of assessment, increasing student and teacher confidence, creating reliable methods of assessment, and allowing for comparison of data over time.

IB Rubric Scores and HCPS Score Correlation

IB course-specific assessment criteria and mark schemes form the basis of grading in all IB classes. The IB rubrics are also used in some 9th and 10th grade advanced courses, so students have experience with IB assessment at a grade appropriate level. Students should be familiar with the criteria by which they are being assessed. The IB criteria are designed to assess skill after they have been mastered, but we believe using the IB rubrics is essential during all stages of learning a skill. Therefore, in an attempt to fairly correlate an IB rubric score with a “gradebook score”,

content area teachers collaborate to create “conversion scales” for alignment, taking into consideration the point at which a skill is being assessed with an IB rubric - developing, practicing, or showing mastery. For example, when a student is first grappling with *organization and development* of writing, he/she is awarded appropriately with a score of 4 - “*Ideas are effectively organized, with a very good structure, coherence and development.*” In a mid-year or end-of-year assessment of this same skill, earning a 4 would reflect a more “true” application of the criterion as the skill has presumably been extensively practiced and mastered. Grade conversion scales vary based on assignments and proficiency goals and from subject to subject depending on the task. We believe conversion scales offer a more equitable measure of a student's ability versus the true mathematical computation of the earned rubric score. We use them on relevant assessments throughout the course.

Grade Reporting and Monitoring Systems

HCPS Grades

All teachers provide both informal and formal feedback to students using a variety of methods including in-class discussion, one-on-one conversations, written feedback on assignments, and intervention and remediation as needed. Hanover County Public Schools requires teachers to report grades using **PowerSchool**, a password-protected, web-based program which provides real-time updates allowing parents and students to monitor progress. Additionally, interim reports are available mid-9 weeks as well as a printed 9 weeks report card for parents and students who may not have regular access to **PowerSchool**.

HCPS Communication

Hanover County Public School utilize **Schoology** as a learning and communication platform. All teachers are required to use **Schoology** for communication of assignments and due dates, at the minimum. The calendar feature allows us to remain cognizant of the demands of students’ coursework/assessments in other classes. Teachers consciously plan and monitor “overload” and teaching in isolation as we try to model balance and mindfulness through varied assessment deadlines. Schools also maintain a Google Calendar for staff. The calendar is used for scheduling summative assessments and IB IA/EE/CAS deadlines. Students may not have more than two major assessments due on any given day.

IB Score Reporting

IA scores and predicted grades are reported to the IB Coordinator each year according to a master Assessment Calendar of deadlines developed in tandem with official IB deadlines and HCPS deadlines. Internal assessments are staggered throughout the year to ensure no students are overloaded with official IB assessments at any given time period.

Teachers record scores and comments for internal assessments and report these scores to the Coordinator using the Teacher Mark Sheets provided via **IBIS**. The Coordinator inputs all IA scores and predicted grades on IBIS, working with the subject teacher to ensure accuracy. Once the IA sample is selected and confirmed, teachers share the required coursework and comments with the coordinator via Google folders and files. All assessment records are maintained for a full year following Grade Awarding/Graduation.

Coursework Uploads

In most cases, students upload their own externally assessed assignments including the Higher Level Essay, the Extended Essay, etc., with assistance from the coordinator and the subject teacher. Internally assessed work is generally uploaded by the coordinator once academic integrity has been verified by the student and corroborated by the teacher.

Assessment Chart for HCPS IB Courses

Group/Course	Internal Assessment	External Assessment
Group 1: English HL: Literature	Individual Oral Commentary	Higher Level Essay Paper 1 Paper 2
Group 2: Spanish SL, French SL , German SL	Individual Oral	Paper 1 Paper 2 Reading Paper 2 Listening
Group 2: Classical Latin SL	Research dossier	Paper 1 Paper 2
Group 3: History of the Americas HL	Historical Investigation	Paper 1 Paper 2 Paper 3
Group 3: Economics SL	Three commentaries	Paper 1 Paper 2
Group 3: Philosophy SL	Analysis of non-philosophical stimulus	Paper 1 Paper 2
Group 3: Psychology SL	Experimental Study	Paper 1 Paper 2
Group 4: Biology SL/HL, ChemistrySL/ HL, Physics SL	Individual Investigation	Paper 1 Paper 2 Paper 3
Group 5: Math Applications SL/HL Math Analysis SL/HL	Individual Exploration	Paper 1 Paper 2 Paper 3 (HL only)
Group 6: Visual Arts SL/HL	Exhibition	Comparative Study Process Portfolio
Group 6: Film SL/HL	Film Portfolio Collaborative Film project (HL)	Textual Analysis Comparative Study
Theory of Knowledge	Exhibition	Prescribed Title
Extended Essay		Documentation & Reflection of 3 meetings with supervisor
CAS	Documentation of activities to meet 7 learning outcomes and the 3 aspects of CAS.	

Assessment Practices

Roles and Responsibilities

Administrators, counselors and, coordinators will

- Provide guidance in the selection of courses and level (HL or SL) to meet student program needs.
- Communicate with students and parents the expectations of the program through a variety of settings/mediums including in writing via syllabi, electronically via the Raider Review, and face-to-face during grade-level meetings, informational meetings, scheduling meetings and/or one-on-one parent meetings.
- Provide supporting information about the nature of subject assessments to parents and students.
- Work with the teachers to develop and maintain a calendar of internal assessment, CAS, and Extended Essay deadlines at the beginning of each year.
- Monitor the workload in each grade level to ensure that students have ample notification and time to excel.
- Provide and publish a May exam calendar.
- Monitor and provide instruction for purposes of revision of major assessments such as but not limited to the Extended Essay, the TOK Prescribed Title, and Higher Level Essay.
- Provide data and any necessary reports (Enquiry Upon Results) from each May testing session so teachers may reflect on performance.
- Report results to necessary administration at the school and county level, etc.
- Work directly with students and parents following IB grade awarding.
- Provide training opportunities and conduct meetings to ensure all teachers understand the required assessments and deadlines.

Teachers will provide students, at the beginning of each course, with an understanding of:

- The course content as dictated by IB in tandem with relevant and required HCPS curriculum.
- The nature of the summative assessments required by IB.
- The relative weight of these assessments for the student's achievement of the aims of the course.
- A breakdown of the skills and a direction of the sequence of instruction which is required to be successful, including an outline of progression in which they will be taught and reinforced.
- The nature of formative assessment tasks that will provide skill growth.

- The rubrics by which all formative and summative assessments are judged by IB and by the teacher.
- A calendar or consistent reporting method to alert students to the major assessment deadlines throughout the course. This may be done through **Schoology**.
- Expectations as to deadlines, due dates, make up, assignment format, assignment submission procedures, academic honesty, and treatment of late work

Teachers are expected to:

- Report to students and parents on student progress through use of **Power School**, interim reports, report cards, parent-teacher conferences, and phone calls when appropriate.
- Post grades to **PowerSchool** in a timely manner, at the minimum every 2 weeks.
- Provide multiple opportunities via a variety of assessments for students to demonstrate the full range of their learning throughout the grading period. (Suggested: a minimum of 10 minor grades and 2 major grades) The number of assignments per 9 weeks may vary depending on circumstances with the calendar (snow days, breaks, etc.) and on units taught in that quarter.
- Provide ongoing feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.
- Collaborate with other subject teachers regarding assessment, to include but not be limited to *standardizing assessments and marking procedures across subject levels/course*, adjusting IB/HCPS conversion scales, evaluating and applying information from IB regarding assessment.
- Collaborate with TOK and other subject teachers to design meaningful assessment of concurrent learning/skills, etc.
- Reach consensus on grading practices, weights, etc., usually during monthly IB team meetings and/or in bi-monthly collaborative meetings, especially relevant to IB teachers of HLA and HLB courses.
- Design instruction to meet the needs of the students with varying learner styles.
- Design instruction that builds the knowledge, understanding and skills required for success on the formal IB assessments.
- Design instruction to review and offer remediation when required.
- Measure how well a student is meeting the curriculum expectations.
- Help students develop skills of peer and self-assessment.
- Create opportunities for reflection- before, during, and after assessment.
- Ensure that grades reflect course mastery and not disciplinary action or behavior.
- Reflect on the effectiveness of instruction and on assessment instruments.

- **Mentor new teachers** through the program and provide guidance on assessments; this includes cross-scoring where appropriate to ensure the criteria are applied correctly and consistently for standardization purposes.
- Comply with all expectations as outlined in the HCPS Parent Student Handbook found online at hcps.us.

Teachers are expected to evaluate student performance from the previous year. The coordinator will provide teachers with the following information for that reflection:

- Predicted grades and actual grades from the previous exam session
- Copies of the exams from the previous exam session
- Cumulative data showing scores on each assessment for the past 5 years, both school average and world-wide average
- EUR reports for any assessment for which the teacher's scores were moderated into different grading bands
- EUR scripts for any assessment where the predicted grades are widely different from the moderated mark, or for which the teacher has specifically requested
- Returned scripts as requested by teacher
- Direct teachers to Examiner's Note following assessments.

Students will

- Develop a personal 2-year IB plan of studies that will best fit their future goals. This will be based on their conversations with the Counselor and/or Coordinator to be formed by the end of 10th grade.
- Observe all regulations and criteria in the production of assessments or the taking of examinations by behaving ethically and following the **Academic Honesty Policy**.
- Participate in the formative assessments to grow in concept, skill, and knowledge strength.
- Think and reason on high levels, answer analytical questions and evaluate knowledge questions from various perspectives.
- Reflect on progress for improvement, both orally and in writing, formally and informally throughout the course.
- Meet all internal deadlines as prescribed by the teacher and the school.
- Seek help when there is a lack of understanding of a concept, skill or background knowledge.
- Attend class regularly to receive the benefit of instruction and practice.
- Be organized with materials and assignments ready for class each day.

- Develop a global understanding and appreciation of being members of an international community.

Design of Classroom Assessments

When designing assessments, faculty will strive to address the concepts of international education and international-mindedness, and incorporate the characteristics of the **IB Learner Profile**. All constituents, students, teachers, parents, and the administration, will have a clear understanding of the reason for an assessment, what is being assessed, the criteria for success, and the method of assessment. Assessment will support and encourage effective teaching and learning, and will be designed to allow students to demonstrate understanding.

Guidelines

- Assessed work will reflect the specified criteria of the Diploma Program's IAs and external exams.
- When planning, teachers will begin with the summative assessment in mind. Both teachers and students will clearly understand the criteria for success on the summative assessment. This assessment will determine student understanding of the lesson/unit.
- By using pre-assessments, teachers will identify each student's prior knowledge and individual differences, which will help in the lesson plan design and assessment formation.
- During the learning experience, teachers will use frequent formative assessments (homework and quizzes), offering both student and teacher insight into student understanding. Doing so allows the teacher to make necessary changes in instruction to develop further student understanding and clarify any student misconceptions. It also helps students become more responsible for learning, while developing cognitive skills and reflective skills.
- Teachers will offer timely feedback about the assessment to students and/or parents. Students and teachers will engage in self-assessment and reflection regarding the assessment tool and the effective teaching methods leading to the assessment.
- When two or more teachers are responsible for instructing the students in a single subject/course, **internal standardization** will take place. Teachers will cross-grade to ensure the marks have been awarded in a consistent fashion before the IAs are submitted to IBIS.
- When necessary, teachers will modify their instruction and assessments to meet the needs of the English Language Learners according to the **Language Policy**.
- When necessary, teachers will also modify their instruction and assessment for our special needs students according to the **Inclusive Education Policy**.

Teacher-designed assessments will test the following as appropriate:

Subject content, knowledge accumulation, math skills, reading comprehension, oral communication skills, analytical and critical thinking skills, writing skills, language manipulation skills.

The assessments may take various forms, including but not limited to:

- Performance-based assessments including presentations and portfolios, process journals, practice examples from prior exams, oral and written quizzes, research-based assignments, writing samples, summative assessments that may be oral, written, and/or performance based.
- Teacher-designed assessments will reflect the knowledge and skills required of the students in their formal IB assessments.
- Project-based learning task outcomes may also be assessed as summative or formative depending on the scope of the project.

In preparing for classroom assessments teachers may make use of the following practices:

Rubrics (based on criteria relevant for each course subject), collaboration -paired and group work, blogs, oral assessments, pre-assessment quizzes and/or tests, formative assessments (quizzes), summative assessments (tests, papers, projects, etc.), end-of- grading period tests, papers, projects, end- of- semester and end- of- year tests/exams.

Homework

Teachers will assign purposeful homework designed to supplement, reinforce, and enrich skills taught during the school day. Homework assists the student in becoming an independent and responsible learner. The amount of time that a student must spend to complete assignments is determined by the nature of the assignment and the student's ability to meet course requirements. Assignments will be posted on Schoology as well as announced in class.

Practice IB External Assessments

All students are required to have at least one full practice of every assessment except the Extended Essay before they complete the official assessment to be subject to IB for scoring the course/diploma. Teachers are expected to evaluate their students' progress based on the practice assessments (using marking notes when available), and then re-teach/offer further practice as needed to prepare students for official IB assessments.

Internal Assessments Treatment

Internal assessment timelines will be developed and followed for each subject to break down the assessments into manageable pieces for the students. In addition, this allows teachers to give appropriate feedback in a timely fashion in accordance with IB subject guidelines. Where appropriate, final internal assessments will be collected through **Schoology**. Student papers will be

run through **Safe Assign, Grammarly** and/or other plagiarism detection services to ensure academic honesty on the part of the student (in accordance with the **Academic Integrity Policy**).

DP Assessment and other State/National Requirements

Students are required to take the **Virginia Standards of Learning (SOL)** examinations at the end of their courses. Teaching the IB curriculum naturally prepares students for their SOLs. Some students also take **Advanced Placement** courses and respective examinations or just the **Advanced Placement** examinations without coursework. The IB assessments take precedence over the other assessments in regard to scheduling. The IB Coordinator will communicate the IB Examination schedule to the testing coordinator/school counseling staff/administration in May of the year prior to examinations to ensure that the scheduling of state and national exams do not conflict with IB assessments.

End-Of-Course Assessments

At the close of each course, students are required to take examinations. These examinations are in addition to IB testing during the May testing window. Taking an IB exam will exempt students from the class exam, provided a grade of B- or better is earned for each marking period. Exemptions are included in the Regulation 6-6.2 from the HCPS Parent Student Handbook found online at hcps.us.

All students must earn state-mandated verified credits in order to obtain a diploma as issued by the School Board of Hanover County Public Schools. The IB coursework enhances student knowledge in preparation for state assessments – the **Virginia Standards of Learning** in English 11, Algebra I, Geometry, Algebra II, Biology, Chemistry, Earth Science, Modern Global Studies, World History I and II, and Virginia United States History. Students must sit for these SOLS regardless of their IB status.

Finally, all freshman and junior students participate in **PSAT** testing as provided by Hanover County Public Schools. Some students also take the **WISE** testing which measures Economics and Personal Finance Credentialing. Students enrolled in IB Economics do not have to sit for the **WISE** test, though some may elect to do so.

Vertical Alignment, Course and Policy Review

All IB diploma course teachers are sent to formal IB training-online or in person. Additionally, all attempts are made to send 9th and 10th Advanced teachers to IB training as well, as funding allows. This ensures that the all subject level teachers understand the nature of the final assessments as well as the HL/SL curriculum mapping. Subject teachers work together across grade levels (9-12) to plot the scope of the course, beginning with summative assessments in the senior year and scaffolding the skills needed “backwards.” Vertical alignment ensures that students starting in

grade 9 are not only familiar with the language of IB, but also the relevant rubrics and types of required assessment skills. This framework allows students to learn and build the skills required for assessments (research, oral presentation, critical reading, writing and thinking, problem-solving, etc.) well in advance of the start of the DP junior year. This reduces stress and augments true learning and understanding.

In addition to vertical alignment, subject teachers (9-12) collaborate on assignments across grade levels, cross-scoring assignments, team-teaching lessons, planning team-type activities, for example, the *All IB Reads* summer assignment/discussion, *The Group 4 Project* across sciences, etc. This provides not only a strong working relationship between the subject teachers 9-12, but models the team approach to teaching and learning. This collaboration also allows for mentorships, modeling, and interaction between students in all grade levels. We are all in this together - teachers and students alike.

Policy Review and Communication:

This policy will be revised in accordance with policy changes as designated by IBO. Policies stand for review by DP faculty, administrators, DP coordinators, and curriculum specialists to incorporate changes to DP curricula through IBO's revision process. The policy is communicated to each DP school community at the beginning of each school year through DP faculty meetings. The policy is also posted on each DP school's website.

Last date of review: May 2022.