

Weber High IB Assessment Policy



Weber High Mission Statement

Weber High School will establish a supportive learning community which fosters creativity, encourages curiosity, and promotes critical thinking.

Weber will create a challenging learning environment that encourages effective communication, life-long learning, and compassion that prepares students to serve in a global community.

Philosophy

At Weber High School our mission is to produce students with the skill of life-long learning. By using and analyzing data gathered from formative, summative, and diagnostic assessments, we are able to evaluate what a student knows and understands. We then use the gathered data to adjust classroom instruction or provide feedback to students and parents in order to improve study habits. In the International Baccalaureate Program at Weber High School, all of our assessment are criterion referenced according to specific subject criteria published by IB.

Purpose

As stated in our philosophy, we expect our students to be life-long learners. We believe that this passion starts inside the classroom. We want to encourage our students to think critically, to inquire, and to reflect on their knowledge. We believe that these traits can be monitored through various assessments. Assessments of any form are designed to be indicators of learning. They are intended to provide consistent and frequent feedback to students regarding how they are meeting expectations, standards, and measure personal growth. They should support and encourage student learning. Assessments are critical in developing effective teaching practices and assessments should provide the necessary data to support student learning. From formative assessments to summative assessments, students are evaluated and graded based on benchmark standards, rubrics, and criteria written by both the state of Utah and IB.

Assessment Practices

Formative Assessments are used on a frequent basis during the learning process in order to modify or adjust instruction to improve student understanding. It provides opportunities for students and teachers to close the gap between current knowledge and educational goals. Formative assessments provide the necessary feedback that teachers, students, and parents need in order to facilitate dialogue about learning. The results of formative assessments can help teachers, students, and parents to evaluate the student's learning and make any necessary adjustments. Evaluations of formative assessments are recorded in the "my student" grading system used by Weber School District. They are recorded in order to inform parents of progress which allows them to take action if needed. Formative assessments make up a small percentage of a student's overall grade.

Summative Assessments are given at the end of an instructional unit to measure or evaluate student learning objectives dictated by the State of Utah. Teachers use a variety of assessments methods such as exams, presentations, projects, and portfolios. The level of mastery is often determined by a scoring rubric. Evaluations of summative assessments are recorded in the "my student" grading system used by Weber School District. Formative assessments make up a large percentage of a student's overall grade,

Homework is a topic that is still widely debated among educators. Is it a formative assessment? Is it a summative assessment? In fact, it can be neither or it can be both. Homework guidelines can vary greatly amongst different subject areas and in its forms. It can be a list of practice problems in Math, or it can be analyzing a poem in English. Even with these differences Weber High school believes that homework should be assigned for the purpose of reinforcing, reviewing, or practicing the lessons taught that day. Homework is sometimes use for a grade generation, in other instances it may be used to further a classroom discussion. Either way, all Weber High School teachers use homework as a way to monitor student progress.

Grade Reporting and Scales

Communicating with parents regarding grades is a high priority at Weber High School. In order to keep parents and students informed on grades and progress monitoring we use an electronic gradebook (My Student) designed by our district which is linked to both parent and student portals. Teachers are required to update their grades a minimum of once a week. All parents are notified via email on Thursday nights if their student has a grade lower than a C in any class. In addition to electronically monitoring grades, progress reports and report cards are printed and mailed home every 4.5 weeks. We also hold Parent-Teacher Conferences once per quarter to encourage communication between parents and teachers.

Teachers at Weber High School can personalize their own grading scale, but most teachers use a traditional scale as follows:

Percentage	Letter	Grade Points
93% - 100%	A	4.0
90% - 92%	A-	3.7
87% - 89%	B+	3.3
83% - 86%	B	3.0
80% - 82%	B-	2.7
77% - 79%	C+	2.3
73% - 76%	C	2.0
70% - 72%	C-	1.7
67% - 69%	D+	1.3
63% - 66%	D	1.0
60% - 62%	D-	0.7
0% - 59%	F	0.0

IB Assessments

The IB organization places value on providing multiple opportunities for students to demonstrate their knowledge and skills. It is important for IB to measure a student's ability to recall, adapt, and apply the knowledge they have learned. For this reason, the IB Diploma Programme mandates the completion of both internal and external assessments.

Internal Assessments (IAs) vary in both number and design according to the subject grouping. The internal assessments are mandatory assessments completed during 11th and 12th grade that focus on skill and subject content. These assessments are graded by the classroom teacher using a rubric that has been published by IB. Samples of the Internal Assessment, along with scores marked by the teacher, are then submitted to IB for moderation to ensure consistent grading of internal assessments worldwide. The IAs combined with external assessments form the students overall IB grade.

External Assessments (EAs) are given during the May examination session at the end of the junior or senior year and are not graded by the classroom teacher. These assessments are IB exams and essays that are sent directly to IB for evaluation. It is very important to note that students must take an IB exam on the assigned date. Unlike AP exams, there are no alternative test dates given. A student will be assessed a score of 1 – 7 for each EA. If the full IB diploma is not earned, many Utah colleges and universities will still offer credit to students for HL exams earning a score of 5 or higher.

Earning the IB Diploma

Earning the diploma in IB is determined by a matrix of points. Students must earn a minimum of 24 points as outlined in the chart below:

Courses	Points
3 SL & 3 HL subjects	Minimum of 12 points earned on HL Exams Minimum of 9 points earned on SL Exams
Theory of Knowledge*	Title Essay and Oral Presentation Grades earned: A (highest) to E (lowest)
Extended Essay*	3000-4000 word essay Grades earned: A (highest) to E (lowest)
Creativity, Action, and Service	18 months of documented activities

*In order to earn the Diploma, students cannot earn a grade of E in either TOK or the Extended Essay. Students may also earn up to 3 bonus points towards their 24 point total if they earn an A in both TOK and on the Extended Essay. The matrix of bonus points can be found at http://xmltwo.ibo.org/publications/DP/General/dp_x_tokxx_guu_0603_1/xmltwo.ibo.org/dp2006-03/dp_x_tokxx_guu_0603_1_e/13.html

If a student earns less than 24 points, receives a 1 on any exam, receives more than two 2s on any exam, or more than three 3s on any exam they will not earn the IB diploma.

A maximum of three examination sessions are allowed in which to satisfy the requirements for the IB Diploma.

Please note that IB scores are separate from class grades. Students received class grades at the end of each quarter, but IB exam scores are only available online in July of each year.

Roles and Responsibilities

Students are responsible to:

- Successfully complete all assigned assessments (formative, summative, and homework)
- Meet all deadlines without excuse as written on the IB calendar
- Develop and use study skills and time management skills
- Assume responsibility for your own learning
- Maintain relationships with the Extended Essay supervisor, CAS coordinator, and IB coordinator
- Understand and follow all rules as outlines in the Weber High Academic Honesty Policy

Parents are responsible to:

- Monitor students grades
- Discuss assignments and assessments with students
- Contact the teacher if questions arise
- Ensure timely payment of all external exam fees

Teachers are responsible to:

- Follow all deadlines on the internal IB Assessment Calendar
- Submit appropriate documentation to the IB Coordinator by the deadline
- Maintain communication with students and parents
- Analyze assessment data and modify instruction as needed
- Provide timely feedback to students

IB Coordinator and Administrators are responsible to:

- Notify teachers of internal deadlines
- Offer internal IB training
- Send all new teachers to an official IB professional development
- Register all juniors and seniors for exams
- Supervise and monitor all IB testing locations
- Communicate with the EE Coordinator to ensure student deadlines
- Communicate with the CAS Coordinator to ensure student progress towards deadlines

References

IB Diploma Programme, Simplifying the diploma requirements and failing conditions, 2014

IB General Regulations Diploma Programme, 2016

IB Handbook of Procedures for the Diploma Programme, 2015

IB Learner Profile, 2013

IBO Guidelines for developing a school assessment policy in the Diploma Programme, 2010

IBO Diploma Points Matrix, 2015

Vanguard High School Assessment Policy, Marion County Public Schools