



Modesto High School IB Assessment Policy



Philosophy and Principles

The goal at Modesto High School is to educate students to become life-long learners and to be active in the global community. The Modesto High School IB program also works to ensure that the IB diploma candidates are proficient learners as outlined in the IB Learner Profile, as well as to ensure knowledge of the various subject areas.

The principles needed for effective assessment include that:

- teachers explicitly state learning outcomes and subject criteria.
- teachers align assessment strategies with IB subject guides and ensure that assessments are appropriate for the IB diploma program, as well as with school and district policies.
- teachers modify the progress of the students toward learning goals and analyzing data from both summative and formative assessments.
- teachers provide feedback to students in a timely manner to support growth with a focus on areas of concern. Mark schemes should be consulted for proper feedback.
- teachers provide further assessment to provide scaffolding for continued growth through the subject criteria and the range of the Learner Profile.

In addition to monitoring student progress, effective assessment will allow teachers to evaluate, revise, and improve instruction.

At the beginning of each year, the IB staff meets to review expectations and deadlines for both internal and external IB assessments to ensure management of student workloads. Furthermore, teachers in all four grades collaborate to ensure that projects foster steady growth towards the skills necessary to be successful on IB exams and assessments during the students' last two years of high school. Junior and senior teachers also coordinate implementation of official IB assessments needed for the diploma to ensure manageable workloads. The IB Coordinator is responsible for training new IB teachers on assessment policies and testing protocol. The IB Coordinator will review the Assessment Policy with the IB instructional staff annually.

All teachers are required to have course outlines, which can include homework and grading policies, on file. These are distributed to students and parents at the beginning of each school year. Current and impending deadlines and projects are discussed at IB staff meetings.

Teachers are required to have weekly PLC meetings where they collaborate on both formative and summative assessments, creating Learning Targets to monitor student growth and progress. Additionally, they are offered curriculum development days where such assessments are part of the agenda.

Purpose of Assessment

Assessments can assist student learning in a variety of ways. Effective assessment allows teachers to evaluate, revise, and improve instruction. Effective assessment will also aid teachers and administrators to develop new assessment strategies and establish school-wide goals. This assessment will also assist parents and/or guardians to view, monitor, and provide support for their students. It will also let the students be aware of areas of success as well as areas on which they may need to focus and get additional assistance to achieve success.

Assessments should be used to:

- monitor the progress of learning.
- reveal what the student understands and knows.
- Keep parents informed.

Types of Assessment

Admission Assessment

Students apply to the Modesto High Pre IB Programme at the end of their 8th grade year to begin in 9th grade. Students who choose to do so matriculate into the programme as Full Diploma Candidates.

Applicants are asked to submit copies of their report cards, standardized test scores, and teacher evaluations. Applicants also participate in a writing assessment and a mathematics readiness test. These are then evaluated by a group that includes IB teachers, the IB Coordinator, and a school administrator. Entering students who speak a language other than English are tested prior to the beginning of the year for proper placement in an IB Language B course.

Formative

Formative assessments are used to provide feedback about the students' knowledge; these assessments are then used to guide the teachers in adjusting lessons to meet learning goals. These assessments happen at a variety of times and in a variety of manners throughout the course year. Formative assessments include, but are not limited to:

- Quizzes
- Warm-ups
- Verbal assessments
- Benchmark exams
- Oral reports
- Writing prompts
- Homework
- Presentations
- Classroom discussions
- Student self-assessments
- Short writing assignments
- Peer-to-peer assessment

Summative

Summative assessments are given at the end of an instructional unit in order to evaluate mastery. Teachers use a variety of methods for summative evaluation. Modesto City Schools requires benchmark exams three times per year in core classes. Modesto City Schools also provides time for each instructor to administer a two-hour cumulative exam at the end of each semester. Summative assessments include, but are not limited to:

- Teacher-designed exams
- Projects
- Portfolios
- Lab Reports
- Research papers
- Essays
- Common final exams
- Oral presentations

Internal Assessment

Internal assessments are mandatory and are completed in the 11th and 12th grades. These assessments are graded by the classroom teacher using the rubrics provided by the IB program. These internal assessments may be used for the students' classroom grades as well as for their subject score towards the IB diploma. Internal assessments include, but are not limited to:

- Math papers and portfolios
- English orals
- World Language orals
- ToK presentations

- Science lab reports
- Writing samples
- Website creation
- Essays

Testing Norms for Formative and Summative Assessments

IB Teachers will follow MHS IB Testing Norms for all in class “formal” assessments. These mimic the IB Exam Rules including:

- All non-approved materials in a bag in the designated area during testing.
- All phones, earbuds, watches or other digital devices in bag
- Teacher-approved calculators only
- No bathroom breaks during tests
- Desks clear except for testing materials and clear water bottles

All IB teachers have posters stating these rules in their classrooms

External Assessment

External IB exams are given in the 11th and 12th grades. These are not scored by the classroom teacher but are submitted to the IB examiners for evaluation. In addition to IB external assessment, other external assessments include:

- CAASP
- ACT
- SAT
- PSAT
- AP
- CELDT

*These assessments in no way directly impact the IB Programme, however teachers may choose to incorporate results in the course grade.

Homework

Homework varies depending on the course, specific subject material, and the nature of the particular assignment. Homework assignments are used to practice and reinforce skills and promote learning as well as to provide the student an opportunity to make decisions about methods and direction of work. The instructors and students regularly review homework using both peer and class discussion to enhance understanding.

Grading and Marking

All teachers are provided with subject area IB rubrics and mark schemes. These are used along with the course grading scale throughout the school year. Both scales are given to the students by the instructors at the beginning of each course and are applied to the assessments in the classrooms.

- The grading scale required by Modesto City Schools District is a 4.0 scale.
- Honors/IB/AP courses use a 5.0 scale.
- Discipline-specific IB mark schemes are used in all subject areas.

Grade Reporting and Recording

Grades for all classes are posted in the online gradebook, PowerSchool.

This is accessed by using the Student Portal and Parent Portal and may be used at any time. Official grades are mailed home eight times a year.

Students receive written and oral feedback in class to keep them up to date with their progress, achievement, and areas in which they need improvement. This also helps with student accountability for their learning.

Academic Honesty

All teachers are required to follow the district mandated Academic Honesty Policy outlined in the District Conduct Code. Additionally, Modesto High School has drafted the Modesto High School Agreement for Academic Honesty. It is also required that all students and their parents/guardians review and sign, indicating their agreement to comply with this policy prior to entering the IB Diploma Program. These documents are kept on file for the students' tenure at Modesto High School.

Modesto High School makes use of the online service Turnitin.com in order to check student work for plagiarism. Students are informed and trained in submitting their work to this service.

Special Education Needs

Modesto City Schools District and the State of California have specific policies for accommodating students with special needs. All teachers are required to take into account any accommodations or modifications established by the Individual Education Plan (IEP) teams for each special needs student. These modifications must be taken into account when assessing student achievement.

Evaluation and Revision

The IB staff has required monthly meetings. Evaluation and revision processes of the assessment policy, including such documents as subject reports and marks schemes, are regular agenda items for these meetings. The meeting participants consist of the IB teachers, IB Coordinator, and school administrators.

Minutes of IB staff meetings are disseminated to all school administration and staff. All policies are posted on the school website.

IB parents and students are encouraged to attend IB Booster meetings where they review and make recommendations on all relevant policies. The IB Coordinator will synthesize evaluations and suggestions from all stakeholders for revision as required.