



Mountain View High School IB Assessment Policy

IB Assessment Policy

Statement of Philosophy & Guiding Principles

The primary purpose of assessment¹ and evaluation² at MVHS is to support and improve student learning. Assessment, learning, and teaching are interdependent and should be focused on the IB Learner Profile traits, critical thinking skills, 21st century skills, and knowledge base that will provide for students' success within the IB Diploma Program, in college, and beyond.

Mountain View High School educators and administrators believe that assessment is an integral component of each student's education. How, when, and what we choose to assess directly impacts student learning. Assessment should directly inform educational planning and teaching. Teachers should employ assessment in a mindful way to help students gain mastery of each subject. Students and parents should have frequent and easy access to assessment results.



Key Assessment Practices at MVHS

- Classroom assessment is based on specific, measurable criteria for performance (rather than norm-referenced).
- Teachers collaborate to form in-common assessments in horizontally-articulated courses.
- Teachers collaborate to create assessments that build on skill and knowledge in vertically-articulated courses.
- Teachers employ methods of differentiated instruction and assessment. This means that teachers are continually assessing the skill-base and knowledge-level of students and devising learning activities and assessments based on individual students' levels of readiness.
- Teachers post and discuss measurable mastery objectives – based on essential knowledge and geared toward a specific outcome – for each lesson in each class, every day.
- All grades entered in the grade book for any class must reflect student achievement in the subject area.
- No one assignment, test, or project may count for more than 20% of the student's entire grade for any given marking period.
- Any "extra credit" opportunities must be tied to the subject matter in a meaningful way and must be available to all students without discrimination.
- Students and parents have access to grades earned on classroom assessments through ParentVue and StudentVue online grade book technology.
- Teachers are encouraged to separate performance from behavior when factoring course grades and work towards the development of a fairly-weighted grading policy, working closely with department colleagues in vertical and horizontal teams, guided by best-practices.

¹ **Assessment** is used here to denote the process of gathering information from a variety of sources to gauge student progress against curriculum expectations in order to provide feedback to guide future instruction and learning. This type of assessment is also referred to as *formative assessment*.

² **Evaluation** is used here to denote the process of judging the quality of student work against explicitly identified criteria and assigning a value (a mark or grade) in order to represent the level of skill or knowledge achievement attained. *Evaluation* is sometimes used synonymously with the phrase *summative assessment*.

Coursework, Formative & Summative Assessment

Coursework (sometimes referred to as “daily work”) denotes those assignments the teacher has devised to help students practice what is being learned. These may be individual or collaborative in nature. They make take place in class or at home. They may include a wide range of activities designed to provide practice and reinforcement of concepts or skills being learned. Because this type of assignment does not measure content area mastery, it should not comprise a significant portion of the student’s overall course grade for a marking period.

Formative assessments are all those activities undertaken by teachers and students that provide information to be used as feedback to enhance learning and achievement. Teachers use a variety of formative assessment strategies to gather evidence of student progress in acquiring knowledge, skills and abilities towards specific learning targets. These provide the opportunity for students and teachers to take manageable risks in the learning process; therefore, these assessments play a lesser role in the calculation of the course grade than do summative tasks. Examples of formative assessment could include quizzes, extemporaneous presentations, observation of student performance, or oral check-ins.

Summative assessments are concerned with measuring student mastery by comparing student performance/achievement against specific assessment criteria in order to judge levels of skill and/or knowledge attainment. This type of assessment is sometimes referred to as *evaluation* rather than *assessment*. Summative assessment activities comprise an important role in the final letter grade a student earns in a given course. Examples of summative assessments could include final papers, tests, or culminating oral presentations.

IB Assignment Calendar

Teachers of IB courses at MVHS are required to collaborate by making use of an online assignment calendar. Teachers are required to post any summative assessments or major formative assessments on the calendar and communicate with one another so that the same group of students does not encounter more than 2 of these types of impactful assessments on the same school day. This is intended to assist students in balancing their study time and also to help them manage school-related stress. The IB assignment calendar is available for all stakeholders to view through the school’s website.

Homework Time Guidelines

Students take 4 courses each day at MVHS. IB teachers are encouraged to limit the amount of homework assigned to no more than 30-40 minutes per course per day. This means that students should not experience more than 2-3 hours of homework on a given day.

Formal IB Assessment

Each IB course requires both internal and external IB assessments in order to earn an IB score.

Internal assessments (IAs) are those that are scored by the trained classroom teacher using prescribed IB scoring rubrics, and then moderated by an IB examiner. Each IB course has one or more internal assessment component.

External assessments are those evaluative assessments that are scored only by external IB examiners. IB Papers (exams), which students sit for in May each year, are external assessments; some courses may have additional external assessments.

Class work, homework, formative assessment and summative assessments devised by the classroom teacher throughout the course aim to support student success on formal IB assessments required by the IB course.

Use of IB Rubrics and Mark Bands

Formal IB assessments are criterion-referenced. This means that a rubric is used to judge student work in relation to clearly-identified levels of skill attainment. Teacher-created summative assessments in IB courses often model, in both format and subject matter, the formal IB assessments. Teachers employ IB assessment criteria (rubrics) to assess student achievement on such assignments.

IB Scores vs. Letter Grades

An *IB Score* is earned by each student enrolled in an IB course. Students demonstrate learning through formal IB assessments that result in final IB marks ranging from 1 (low) to 7 (high). Students are notified of their final, official IB score for each course in mid-July after the year they complete the course. Official scores for each IB course are sent to the college or university designated by the student at the time of final testing for the course. Students may later contact IB to request that score reports be sent to additional colleges/universities. A student's IB score does not impact his or her letter grade in an IB course at MVHS.

Letter grades are also earned by students in IB courses. These grades are used for computing the student's Grade Point Average (GPA) and class rank. Students are assessed in multiple ways throughout their coursework and receive class grades reported in accordance with Stafford County Public Schools policies (see SCPS Grading Scale, to follow). In high school, semester grades become part of the students' transcripts that are reported to colleges, employers, and others. The grade each student earns in a particular IB class is not directly tied to the scores earned on formal IB assessments, but is reflective of work completed in preparation for those assessments.

SCPS Grading Scale

All Mountain View High School courses employ the official Stafford County Public Schools grading scale (as follows), including IB courses. College-level courses (AP, IB, and DE) are *weighted*; that is, they carry an additional 1.0 *quality point*.

letter grade	point range	quality points toward GPA
A+	98-100	4.5
A	93-97	4.25
A-	90-92	4.0
B+	87-89	3.5
B	83-86	3.25
B-	80-82	3.0
C+	77-79	2.5
C	73-76	2.25
C-	70-72	2.0
D+	67-69	1.5
D	63-66	1.25
D-	60-62	1.0
F	0-59	0

Grade Recording & Reporting

Teachers at MVHS use the Synergy Student Information System (by Edupoint) for recording grades. Course grades are reported to students and their parents/guardians on an ongoing basis through Synergy's ParentVue and StudentVue online grade book technology. Using these password-protected online tools, students and parents may access the student's grades in any current class – 24-hours a day, 7-days a week. In addition, course grades are reported to parents according to the Stafford County Public School official grade reporting schedule. For the school year 2021-2022, that schedule is as follows for year-long (XY) courses, which includes all IB courses:

	Interim Progress Report	End of Marking Period	Report Card	Period(s) Reported on Report Card
1	Sept. 9	Oct. 8	Oct. 15	first quarter

2	Nov. 12	Dec. 17	Jan. 7	second quarter & first semester
3	Feb. 4	Mar. 10	Mar. 25	third quarter
4	Apr. 22	May 25	June 3	fourth quarter, second semester & year

Formal parent conference nights are conducted two times a year. Students and parents may conference with teachers at any point in the year by e-mail, telephone, or in person (by appointment). Teachers conference informally with students about their progress throughout each course.

Course Grade Make-Up

first quarter grade	40%
second quarter grade	40%
midterm exam grade	20%
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first semester grade	100%

third quarter grade	40%
fourth quarter grade	40%
final exam grade	20%
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second semester grade	100%

first semester grade	50%
second semester grade	50%
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year's grade	100%

Class exams are tied to semesters: Midterm exams cover material from first and second quarters, cumulatively. Final exams cover material from third and fourth quarters, cumulatively.

Local, State, National Requirements & Other Programs

VA Graduation Requirements: In addition to IB requirements, students in the IB Diploma Program at MVHS must meet all Virginia Department of Education requirements for graduation from high school. These requirements are outlined each year in the SCPS *High School Program of Studies*, which is published on the SCPS website as well as the MVHS website. The IB Diploma Program is implemented at MVHS in such a way that students meet the VA graduation requirements (typically for an Advanced Studies Diploma) at the same time that they meet the IB Diploma Program requirements. Successful students achieve both a VA diploma and an IB diploma through their 4-years of study at MVHS.

SOL Tests: The Virginia State Board of Education requires that all students enrolled in English, Mathematics, Science, and History take the applicable Standards of Learning (SOL) test for that course. As a state requirement, there are no exemptions to taking SOL tests. High school students have multiple opportunities to take SOL tests. MVHS has a full-time Testing Coordinator who works with the IB Diploma Program Coordinator to ensure that IB students do not experience timing conflicts with IB and SOL testing requirements.

AP: MVHS offers a few Advanced Placement courses through the College Board, in addition to IB courses offered. Some students take advantage of both types of course. The AP Testing Coordinator at MVHS works closely with the IB Diploma Program Coordinator to ensure that students who are taking both AP and IB courses do not experience timing conflicts.

CGS: Students who are enrolled in the *Virginia Commonwealth Governors School* (CGS) take their core academic classes (AP and Dual Enrollment) at a neighboring high school, then return to MVHS for the remainder of their courses. Some of these students opt to take IB courses, though it is not possible to be enrolled in both CGS and the IB Diploma Program due to conflicting course requirements. Students taking both CGS courses and additional individual IB courses fall under the same considerations as other students who take individual AP courses (see above).

DE: MVHS offers a few courses on a dual enrollment (DE) basis, in cooperation with Germanna Community College. Students in these classes are dually-enrolled at both MVHS and Germanna Community College and earn VA community college credit for a passing score in the course. DE courses are not incorporated in any way with the IB Diploma Program at MVHS. Some students take both DE courses and individual IB courses. There is no end-of-course exam for DE courses; therefore, there is no conflict for students enrolled in both types of course.

Special Assessment Needs

MVHS, in accordance with IB policies, believes that “all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a student with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of skill and knowledge attainment, special arrangements may be authorized.” Such arrangements follow the principles and guidelines of the IB Diploma Programme as set forth in the IB document entitled *Candidates with Special Assessment Needs* (May 2009). Special assessment need policies are available to parents in the document entitled “Diploma Programme: General Regulations,” available in its entirety on the MVHS web site. The excerpt from that document pertaining to special needs assessments appears here:

Article 21: Definition of special needs

A special need is any permanent or temporary diagnosed need that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate skills and knowledge adequately.

Article 22: Applicable procedure

22.1 Before candidates enroll in the Diploma Programme, the school is responsible for verifying whether the programme includes any requirements that are incompatible with any known diagnosed special needs.

22.2 Special needs must be reported by the candidate or his/her legal guardian to the school's Diploma Programme coordinator when the candidate enrolls in the programme, with appropriate professional documentation. Temporary special needs, resulting from illness or accidents, should be reported to the Diploma Programme coordinator as soon as possible after they arise, together with supporting professional documentation and other relevant information.

22.3 If a candidate with a special need requires special assessment arrangements, the Diploma Programme coordinator must request the arrangements according to procedures stated in the current handbook. Special assessment arrangements can only be authorized by the IB Organization.

Stakeholders are encouraged to read the *MVHS IB Inclusive Education/SEN Policy* document, available on the MVHS IB web site: <https://www.staffordschools.net/domain/2807>.

Academic Honesty

Academic integrity is an expectation at MVHS and is closely related to assessment. The *MVHS Academic Integrity Policy*, available to all stakeholders on the IB web site, addresses the school's philosophy and practices with regard to academic honesty and educational malpractice and should be read in conjunction with this Assessment Policy document.

Teachers at MVHS use *Turnitin.com* as a plagiarism detection and prevention tool.

All students taking one or more IB course are also encouraged to read the *General Regulations: Diploma Programme*. The following is a brief excerpt from that document related to academic honesty:

An IB diploma or certificate candidate that is suspected of malpractice on an IB assessment will be invited, through the IB Coordinator, to present a written explanation or defense. Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigation to be made. If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for subject(s) in which no malpractice has occurred. If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session. An IB diploma or certificate may be withdrawn from a candidate at any time if malpractice is subsequently established.” It should also be noted that IB randomly checks candidates work for plagiarism using a web-based plagiarism prevention service.

Rights and Responsibilities of the School Community

Students' Rights

- To be taught the skills and content necessary to be successful on all assessments
- To have access to resources needed to prepare for assessments.
- To be kept informed of information relevant to assessments, such as dates, locations, and amendments.

Students' Responsibilities

- Meet deadlines as communicated by teachers and IB coordinator.
- Monitor own progress throughout the IB Programme.
- Engage in natural curiosity through inquiry, thus acquiring in-depth knowledge of all content areas.

Teachers' Responsibilities

- Model the assessment skills expected of students.
- Collaborate with students, parents, and colleagues to enhance the student learning experience.
- Collaborate with colleagues to develop curricula and assessments based on the International Baccalaureate model, state, and national standards.

IB Coordinator's Responsibilities

- Train new teachers in all assessment practices and policies.
- Analyze and distribute student related data to achieve goals.
- Send assessment records to IB within the required timelines specified by IB.
- Communicate assessment policies to all members of the school community.
- Provide support to all school community members in complying with assessment policies.

Summary of IB Diploma Attainment Requirements Class of 2015 Onward

IB Diploma Program Components & IB Scores Possible

IB English	1-7
IB World Language	1-7
IB History	1-7
IB Science	1-7
IB Math	1-7
IB Art or other IB Elective	1-7

At least 3 but no more than 4 subjects must be completed at Higher Level (HL). Only 6 IB subjects – one in each of these subjects - may contribute to the IB Diploma total score.

Theory of Knowledge (ToK)	A-E
Extended Essay (EE)	A-E

See matrix below for how ToK and EE grades of A-E contribute to 3 additional points toward the IB Diploma total score.

Creativity-Action-Service (CAS)

CAS is pass/fail; CAS requirements are either met or not met (no numerical or letter score).

Key Reminders:

HL – “Higher Level”
SL – “Standard Level”

Points & Conditions Necessary to Successfully Earn the IB Diploma

- An IB score must have been awarded for each of the six IB Diploma subjects, ToK, and the EE.
(Student must not have any scores of “N” – meaning “no score awarded” – due to malpractice or failure to submit an assessment component.)
- CAS requirements must be met.
- Student must have a score of D or higher in *both* ToK and the EE.
- Student must earn *at least* 24 total points.
(45 total pts. possible – 42 from IB subjects + 3 from ToK/EE)
 - The student must earn a total of *at least* 12 points in HL subjects.
(For candidates who register for four HL subjects, the three highest HL grades will count toward this total.)
 - Students who take 3 HL and 3 SL subjects must earn *at least* 9 points total in the SL classes.
 - Students who take 4 HL and 2 SL subjects must earn *at least* 5 points total in the SL classes.
- The student must earn a 2 or higher in all subjects.
 - There may be no more than *two* scores of 2, overall.
 - There may be no more than *three* scores of 3 or lower, overall.

The above requirements relate to the official scores the student earns from IB (not the letter grades the student earns in the IB classes at MVHS). These requirements are set by IB, not VDOE, SCPS, or MVHS. IB Scores and IB Diploma results are available to students in early July after their senior year.

ToK/Extended Essay Point Matrix

ToK/EE	A	B	C
A	3	3	2
B	3	2	2
C	2	2	1

Resources

IB Diploma Programme: General Regulations

Guskey, Thomas R., Ed., *The Teacher as Assessment Leader* (2009)

Marzano, R., *What Works in Schools: Translating Research into Action* (2003).

O'Connor, K. *How to Grade for Learning: Linking Grades to Standards* (2002).

Popham, J. *Classroom Assessment: What Teachers Need to Know* (2010).

Popham, J. *Transformative Assessment* (2008).

Saphier, J. *The Skillful Teacher: Building Your Teaching Skills* (2008).

Wiggin, T. and McTighe, J., *Understanding by Design* (2004).

Wormeli, R. *Differentiation: From Planning to Practice* (2007).

This Policy has been informed by and correlates to the following SCPS or MVHS IB policy documents:

Academic Integrity Policy

Language Policy

Inclusive Education/SEN Policy

Admissions Policy

Assessment Policy Steering Committee

Ms. Breann Norwood, student

Mr. Karl Reichert, MVHS IB Teacher

Ms. Theresa Gaddy, IB Diploma Program Coordinator

Roles and Responsibilities of the Steering Committee

The MVHS IB Diploma Coordinator is responsible for assembling the Steering Committee, informing the committee of regulations regarding the IB Diploma Program as it relates to teaching and assessment, disseminating relevant IB documents pertaining to the formation and/or revision of an Assessment Policy (see box inset), and creating a timeline for review and revision of the MVHS IB Assessment Policy.

IB Documents Related to the MVHS IB Assessment Policy

Guidelines for Developing a School Assessment Policy in the Diploma Programme

Diploma Programme Assessment:

Principles and Practices

The Diploma Programme: From Principles to Practice

The Assessment Policy as a Working Document

The MVHS IB Assessment Policy is to be considered a working document that is reviewed and revised every five years in conjunction with the school's IB self-study review cycle or more frequently if changes in the school's student population make-up or IB course offerings dictate review and revision.

Following the work of the Steering Committee, the Assessment Policy is discussed and agreed upon by the entire teaching faculty related to the implementation of the IB Diploma Program at Mountain View High School.

Communicating the Assessment Policy

The MVHS Assessment Policy is available to all stakeholders as part of the comprehensive MVHS IB web site:
<https://www.staffordschools.net/domain/2807>