



Rampart High School
NATIONAL SCHOOL OF EXCELLENCE
International Baccalaureate Diploma Programme



IB/DP Assessment Policy

Statement of Philosophy that Supports Student Learning:

We believe that assessment should provide an authentic opportunity for students to demonstrate what they know and can do. Objective-driven assessments provide students the opportunity to self-reflect on their progress toward achievement, as well as allow them to receive rich feedback from their instructors. We recognize both summative and formative assessments as being integral to the teaching and learning process. Assessments should be differentiated to account for different learning styles, abilities and aptitudes. Assessment practices should consider cultural diversity.

The purpose of the assessment policy is to set out the responsibilities of the students, teachers and parents, together with the school's expectations with regard to assessment tasks, to ensure the assessment process is transparent, equitable and relevant. We believe that assessment must meet the individual needs of the learners and support the holistic nature of the DP by taking into account the unique development of the whole student. We believe that assessment throughout our programme should be used to support student learning and achievement.

Common Practices in developing DP tasks

- Assessments measure the students' mastery of IB objectives through the use of
 - Common assessments
 - Collaboration within Groups and between Groups
 - DP assessment
 - Scaffolding from MYP to DP, as well as within DP
- Teachers provide clear learning targets to students and design assessments which are
 - Performances of understanding: authentic and differentiated tasks as much as possible
 - Relevant and engaging
 - Preparing students for the cumulative assessments of the Diploma Programme
- Teachers create multiple assessments in order for
 - Students to demonstrate maximum learning
 - Students and teachers to gauge student progress toward mastery
 - Teachers to guide their instruction
- Teachers develop clear timelines of all assessments, especially DP essential assessments, so that
 - Students can plan accordingly and balance their workload across all classes
 - Students understand and take responsibility for all due dates and deadlines
 - All stakeholders (teachers, students, parents, administrators) understand that the Rampart deadlines set by teachers and the RHS IB/DP office are the final IB deadlines that students must meet for successful completion of the DP

Serving a diverse and dynamic community, Rampart High School ensures that all students explore and understand their uniqueness through educational experiences and curriculum based on rigor, relevance, relationships, and respect, in a safe and innovative learning environment that is dedicated to excellence.

- Teachers provide students with multiple opportunities to master objectives by
 - Providing feedback in a timely manner
 - Allowing students to revise work, when possible, according to rich, descriptive feedback
 - Allowing students to rework formative assessments if possible

- Teachers ask students to self-assess their learning because
 - It is critical that students have the opportunity to practice self-assessment and reflection so they can master this lifelong skill while still in school
 - Self-assessment promotes ownership in one's own education and encourages students to be reflective learners

Common Practices in determining achievement levels

- Teachers discuss how rubrics are utilized to educate students.
- Teachers standardize grades by using time during PLCs to compare grading practices and agree on a common level for each summative task.
- In PLCs, teachers standardize their expectations for achievement by writing common assessments, using common rubrics and by discussing what they will be looking for in student work in order for a student to achieve at a certain level.

Formative and Summative Assessments

Multiple assessments will be employed to evaluate student achievement. These authentic tasks will provide opportunities for students to apply learned knowledge and skills to real-life situations. Examples of various assessments include:

- Student interviews
- Peer assessment
- Self-assessment
- Collaborative or individual projects
- Performances, demonstrations, or practical work
- Written assignments
- Unit exams
- Anecdotal records
- Verbal discussion/ Socratic seminar
- Individual and group work
- Open-ended tasks
- Labs
- Presentations using a variety of tools (Prezi, Powerpoint, Google Slides) and in a variety of ways (oral, written, graphic)
- Process journals

Formative assessments will be ongoing throughout the programme using criteria related to the objectives. Formative assessment is a feature of all teaching and learning in the DP and is vital to the learning process.

Summative assessments contribute to the determination of the achievement level. This usually takes place at the end of the unit of work or at the end of the semester. As students are assessed continually in the Diploma Programme, teachers will be able to determine a level of achievement during a learning period.

In addition to creating our own assessment tasks, students are required to take state required assessments such as CMAS and SAT. Data from these tests is used to support many of our summative tasks.

Common practices in recording and reporting student achievement

Teachers are using our district grading platform, Infinite Campus, to record IB grades.

When reporting grades to parents:

- Evidence of learning will be shared with parents during conferences and on report cards (quarterly at the middle school and each semester at the high school.) Our report card contains letter grades as required by our district system.
- DP Assessment goals are communicated via teacher syllabi, discussions, and conferences.
- DP Examination Scores are analyzed annually by the Diploma Programme Coordinator as well as the Diploma faculty.

Communication of Assessment Policy

DP Faculty, RHS counselors and administration will be issued electronic copies of the policy at the beginning of the school year or when a change is made.

Electronic copies of the Policy will be placed on the RHS DP website.

Timeline for Revision

The Policy will be discussed during a fall semester IB/DP full faculty meeting of every year for any necessary amendments. All changes will be communicated to DP faculty, RHS counselors and administration through print, electronic copies, publication on the RHS website. If necessary, additional meetings will be held as needed.

Revised: 27 Aug 2019