

### **Statement of philosophy and guiding principles**

The primary purpose of assessment and evaluation at Annapolis High School 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, all-century skills, and knowledge base that will provide for students' success within the IB MYP, Career-related (CP) and Diploma Program (DP), in college, and beyond.

Annapolis 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 Annapolis HS**

- Classroom assessment is based on specific, measurable criteria for performance (rather than norm-referenced).
- Teachers collaborate to form in-common assessment goals 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. Opportunities for re-assessment are provided as appropriate to work toward content/skill mastery.
- 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 should exceed the comparable IB component assessment percentage 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 online grade book technology.
- Teachers are encouraged to separate performance from behavior when factoring course grades and to develop a fairly weighted grading policy and a late work policy.

## **Coursework, formative and 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 may 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, or oral check-ins.

*Summative assessments* are concerned with measuring student mastery by evaluating 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, projects, or culminating oral presentations.

## **IB assignment calendar**

Teachers of IB DP and CP courses at Annapolis HS work to collaborate on major assignment deadlines by making use of an online assignment calendar. DP / CP teachers are encouraged to post any summative assessments or major formative assessments on the calendar and communicate with one another and the DP coordinator so that the same group of students does not encounter more than two 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 and diploma subject sheets are available for all stakeholders to view through the school’s website.

## **Homework time guidelines**

Students take four courses each day at Annapolis HS on an alternating-day schedule, for a total of eight courses. IB teachers, particularly DP 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 two and a half hours of homework on a given day.

## **Formal IB assessment**

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

*Internal assessments* (IAs) are scored by the 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 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.

Classwork, 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 MYP, CP and DP 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 DP 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 AHS.

*Letter grades* are also earned by students in IB MYP, CP and DP 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 Anne Arundel County Public Schools policies (see AACPS 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 DP class is not directly tied to the scores earned on formal IB assessments but is reflective of work completed in preparation for those assessments.

### **Grade recording & reporting**

Teachers at Annapolis use the Power Teacher Gradebook for recording grades.

Course grades are reported to students and their parents/guardians on an ongoing basis through Power Teacher Gradebook, our online grade book technology. Using these password-protected online tools, students and parents may access the student's real-time grades at any time in any current class. In addition, course grades are reported to parents according to the Anne Arundel County Public School official grade reporting schedule. Below is the traditional schedule 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	Early Oct.	early-Nov.	One week later	first quarter
2	Mid-Dec.	Late Jan.	One week later	second quarter & first semester
3	Mid March	Early Apr.	One week later	third quarter
4	Mid-May	Mid-June	One week later	fourth quarter, second semester & year

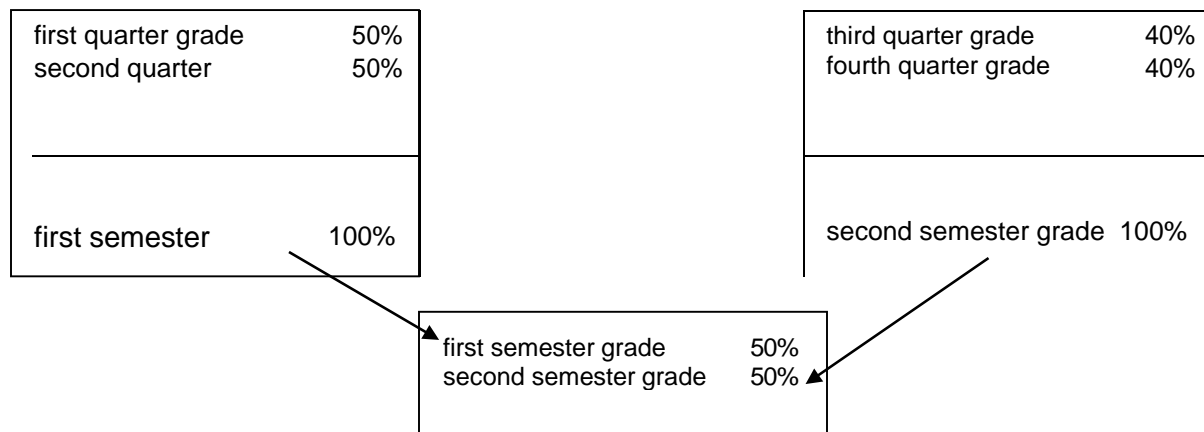
Formal parent conference nights are conducted two times a year. Students and parents may conference with teachers at any point in the year by e-mail, telephone, or in person (by appointment). Teachers conference informally with students about their progress throughout each course.

### AACPS grading scale

All Annapolis courses, including IB courses, employ the official Anne Arundel County Public Schools grading scale (as follows). College-level courses (AP and IB) are *weighted*; that is, they carry an additional 1.0 *quality point* above those listed below. Honors-level courses are *weighted* and they carry an additional 0.5 *quality point*.

Letter grade	Point range	<i>Unweighted</i>	<i>Honors</i>	<i>AP, Post-AP, IB</i>
A	90-100	4.0	4.5	5.0
B	80-89	3.25	3.5	4.0
C	70-79	2.25	2.5	3.0
D	60-69	1.25	1.0	1.0
E	0-59	0	0	0

### Course grade calculation



Quarterly exams are 10% of the marking period grade.

### Local, state, national requirements & other programs

**Maryland graduation requirements:** In addition to IB requirements, students in the IB Diploma Program at Annapolis HS must meet all Maryland State Department of Education requirements for graduation from high school. The IB Diploma Program is implemented at Annapolis HS in such a way that successful students achieve both a Maryland diploma and an IB diploma through their four years of study at Annapolis HS.

**PAARC, HSA & MISA Tests:** The Maryland State Board of Education requires that all students enrolled in English, mathematics, science, and history take the applicable state test for that course. High school students have multiple opportunities to take PAARC, HSA and MISA tests.

Annapolis HS 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 state testing requirements.

**AP:** Annapolis HS offers Advanced Placement courses through the College Board, in addition to IB courses offered. Some students take advantage of both types of course. The Testing Coordinator at Annapolis 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.

### **Special assessment needs**

Annapolis HS is aware that “Recent research has found that ‘certain individual or groups of children may benefit from adaptations to general teaching approaches [...]’ and that ‘Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers’” (*Learning diversity in the International Baccalaureate Programmes: Special educational needs within the [IB] Programmes*, IBO, 2010).

Thus, special arrangements that follow the principles and guidelines of IB as well as national, state, and county guidelines may allow for learning supports to be put in place for students with learning support requirements as they apply to assessment. Special assessment need policies are available to parents in the document entitled “Diploma Programme: General Regulations.” The excerpt from that document pertaining to special needs assessments appears here:

Article 17: Candidates with assessment access requirements

*17.7 (sic) [17.1] A learning support requirement(s) is an permanent or temporary requirement(s) that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate their skills and knowledge adequately or as may otherwise be defined by law.*

*17.2 [...It] is the responsibility of the school to identify and meet the individual needs of candidates enrolled in the school.*

*17.3 A learning support requirement(s) often necessitates assessment access arrangements. The IB Organization is able to authorize inclusive assessment arrangements for a candidate with assessment access requirements.*

*17.4 If a candidate needs inclusive assessment arrangements, the DP Coordinator must make such arrangements and, where appropriate, request authorization for inclusive assessment arrangements from the IB Organization according to procedures stated in the handbook [for that year].*

### **Academic Honesty**

Academic honesty is an expectation at Annapolis HS and is closely related to assessment. The Annapolis HS *Academic Honesty Policy*, available to all stakeholders on the IB AHS web page, addresses the school’s philosophy and practices regarding academic honesty and educational malpractice and should be read in conjunction with this *Assessment Policy*.

Teachers at Annapolis HS in the Diploma and Career-related Programme 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 integrity:

An IB diploma or certificate candidate that is suspected of malpractice [misconduct] 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.

### IB Career- Related Programme Attainment Requirements:

Complete all components of the CP core to a satisfactory level

- language development - oral, visual and written linguistic and communicative abilities through a focus on receptive, productive and interactive skills
- approaches to learning - course aims to develop the personal qualities, values and skills of the IB learner profile
- community and service - work with community members to undertake service activities that satisfy identified community needs the student's reflective project, and activities are ideally linked to the student's career-related studies
- reflective project - an in-depth body of work produced over an extended period and submitted towards the end of the CP. It is the product of the student's own initiative and is designed to draw together the student's DP courses, the other three components of the CP core and the student's career-related studies
- earn a minimum score of 3 in at least two IB Diploma Programme (DP) courses attempted. The courses may be taken at the Standard (SL) or Higher (HL) and at least one course must span the junior and senior year.
- complete a career-related study to the school's satisfaction
  - Navy JROTC

### IB Diploma Attainment Requirements:

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

- Six IB Courses: Take courses and exams in six different subjects:
  - at least 3 Higher Level and the 3 Standard Level, one from each area.
- Extended Essay – an essay on a topic of special interest, usually one of the student's six Diploma Programme subjects, under the guidance of a supervisor. This leads to an essay of no more than 4,000 words which is completed in year 2 and is externally assessed.
  - Grades earned: A (highest) to E (lowest)
- Theory of Knowledge (TOK) – a course designed to explore the nature of knowledge across the disciplines, encouraging an appreciation of other perspectives.
  - Complete Theory of Knowledge Prescribed Title Essay & Oral Presentation - Grades earned A (highest) to E (lowest)
- Creativity, Action, Service (CAS) Programme - 18 months of documented activity - Candidates are involved in and write their reflections about artistic pursuits, sports, and community service work.

### 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 AHS). These requirements are set by IB, not MSDE, AACPS, or AHS. IB Scores and IB Diploma results are available to students in early July after their senior year.*

## Resources

*IB Diploma Programme: General Regulations* (2015)

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

The assessment policy as a working document

The Annapolis HS *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.

Communicating the assessment policy

The Annapolis HS *Assessment Policy* is available to all stakeholders as part of the comprehensive Annapolis HS IB web page.