



Deerfield Beach High School International Baccalaureate Assessment Policy

Revised September 2023

Introduction

The Diploma Programme faculty expose students to a rigorous and challenging curriculum that aligns with aims, objectives, syllabus, and assessment expectations of the IB, the School Board of Broward County and the State of Florida. Students are provided with as much time and expert instruction as possible in order to be successful. Students are encouraged to give their best effort in class and seek out assistance, from a variety of resources, when needed. This policy is a framework for assessment of student learning.

Statement of Philosophy

Assessment is the process of collecting information from a variety of sources to measure student attainment of curriculum outcomes, to provide feedback to guide future instruction and to promote student learning. Effective assessment allows teachers to identify individual student's strengths and areas of concern in relation to those outcomes. Evaluation is the process of judging the quality of student work against explicitly identified criteria and assigning a value (a mark, or grade), to represent the level of achievement attained.

Principles

- Teachers are actively engaged in assessing students and students are assessed on an ongoing basis
- Teachers use a wide variety of assessment techniques and strategies
- Assessment and evaluation practices are fair to all students
- Assessment may be differentiated according to the student's abilities and the assessment requirements
- Assessment enables students to demonstrate conceptual understanding and critical thinking
- Assessment is criterion referenced and the criteria is explained to students prior to assessment
- Teachers use assessment to guide instruction and provide feedback to improve future learning

Formative Assessment

Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning. It is integrated into the daily learning process and is an integral part of instruction. Teachers use formative assessment to provide feedback and to adjust instruction to enhance learning and achievement. Results of formative assessment are used by students to monitor their own progress, make adjustments in their learning approaches, reflecting on their learning, and set individual goals. Formative assessment serves as the foundation for learning and prepares students for the "higher-stakes" nature of summative assessments, which measure achievement and are used to evaluate student knowledge level. Formative tasks include homework, class work, reflection, and observation, which all check for students' understanding and progress throughout the school year. Formative assessments can take the form of examples of prior assessments administered during IB exams. This type of formative assessment is encouraged to be administered during the instruction of IB Topics and used to assess the students'

understanding of the aims. Most of these are scored with rubrics that are aligned with IB criteria and are included when determining the students' academic grades.

Summative Assessment

Summative assessment occurs at the end of a period of learning when students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts. Summative assessments measure achievement based on established criteria used to assign a value to represent the quality and quantity of student learning that occurred. Summative assessments can take the form of examples of prior assessments administered during IB exams. This type of assessment is encouraged to be administered after completing the instruction of IB Topics and used to assess the students' understanding of the Topic. Most of these are scored with rubrics that are aligned with IB criteria and are included when determining the students' academic grades. These assessments play an important role in the final grade a student earns in a course. This may include the internal assessment specific to each subject. Final exams for each course can take the form of mock IB exams for which past IB exams are utilized. In most cases, these assessments are graded using subject-specific IB criteria for which final scores are then converted to a traditional letter grade. This form of assessment determines the degree to which students demonstrate mastery of standards and IB DP objectives.

Assessment Practices

Planning for Assessment

- IB subject area teachers plan their courses with the IB Diploma Program outcomes, assessment criteria and final exams in mind.
- IB teacher design courses so that students' current knowledge and experience are assessed before the introduction of new learning.
- IB teachers collaboratively create and publish a timeline for internal and external IB requirements to help students plan ahead and manage their workload.

Assessment Strategies

- Assessment in the IB Diploma Program is criterion-related, allowing student achievement to be judged against clearly defined pre-determined descriptors.
- IB teachers use a broad range of formal and informal assessment strategies throughout their course to allow students to demonstrate their learning.
- IB teachers provide students with multiple opportunities throughout the course to reflect upon their achievement based upon meaningful feedback.
- IB teachers design assessment tasks that allow students to achieve at the highest levels in both familiar and unfamiliar contexts.
- IB teachers design formative assessment tasks that prepare students for success on their IB summative assessments.

Feedback and Reporting on Assessment

- IB teachers provide students with rubrics that define expectations for assessment tasks and align with subject area criteria.
- IB teachers provide students with exemplars to illustrate high levels of achievement on assigned tasks.
- IB teachers use various methods to provide students with accurate and prompt feedback about their current levels of achievement and ways they can improve.

- IB teachers record and report assessment using a secure online grade book, *Pinnacle*, that is accessible to students and parents at all times.
- Informing and involving parents/guardians concerning student progress in an ongoing process accomplished in various ways.
 - Assessment results are communicated regularly and clearly through the *Pinnacle Gradebook*.
 - Curriculum and assessments are available in each teacher's course *CANVAS*, the district's learning management system.
 - Teachers also use various learning management systems to provide access to curriculum and assessment. These LMS's are made available to students and parents/guardians.

Analysis of Assessment

- IB subject area teachers standardize their grading to ensure accuracy of interpretation of assessment criteria.
- IB teachers use assessment data to set goals that address students' learning needs, plan curriculum, and drive instruction.
- IB teachers regularly review assessment practices.

National and State Assessments

The School Board of Broward County (SBBC) makes the PSAT available for 9th – 11th graders to monitor and measure student progress toward college readiness for post-secondary plans. This test is required for all 11th graders (DP year 1). The tests for grades 9 and 10 (MYP year 4 & 5) are optional for students at DBHS but are required for students that are in the MYP program, preparing for the Diploma Programme. The Head of School provides funding for this exam. The SAT is administered District-wide during a school day in March and provides this free college entrance exam for all 11th grade students (DP year 1).

All students in grade 10 are required to take the Florida Assessment Standards exams (FSA). These exams are administered to all students in grades 9 and 10 in English Language Arts (ELA) and must be passed with a score of 3 or better for the high school diploma. Additionally, Florida State End of Course Exams (EOC) in Algebra 1, Biology, Geometry and US History are administered and students must score a 3 or better to earn a Florida High School diploma. These exams are administered to IB DP students at various times depending on where they are in their course progression and IB 4-year plan.

IB DP Internal Assessments

The IB Internal Assessment (IA) allows teachers to assess practical application and understanding of concepts in the IB courses. Some examples include the English oral commentary, language presentations, historical investigations, laboratory reports, and math projects. All Internal Assessment have specific rubrics that are provided to the students. Teachers then use these same rubrics to assess these assignments, usually after giving feedback on a draft. Specific amounts of class time are also committed to completing these assessments, which varies depending on the subject requirements as set by the IB guides. The Internal Assessment typically makes up 25% of the students' IB scores, but this can vary by course.

IB DP External Assessments

The IB External Assessments are assessments that are given at the end of the school year. The External Assessments are generally given in the beginning of May but can vary based on when IBO schedules the exams. These exam schedules are made available to students online and students are informed by teachers of

when their specific exam will be given. These assessments are marked by external IB examiners. Throughout the school year, IB teachers give students exams that are based off of the external assessments, as they usually have access to past exam questions. The External Assessment typically makes up 75% of the students' IB scores, but this can vary by course.

Following are the IB assessments for each DP subject and their weight when determining final IB grades:

Group 1: Language and Literature	<u>HL</u>
<u>English Literature HL</u>	
Exam Paper 1: Guided Literary Analysis (EA)	35%
Exam Paper 2: Comparative Essay (EA)	25%
High Level essay (EA)	20%
Individual Oral (IA)	20%

Group 2: Language Acquisition	<u>SL/HL</u>
<u>Japanese SL, French SL, Spanish SL</u>	
Exam Paper 1: Written Productive Skills (EA)	25%
Exam Paper 2: Receptive Skills - Listening (EA)	25%
Exam Paper 2: Receptive Skills - Reading (EA)	25%
Individual Oral (IA)	25%

Group 3: Individuals and Societies	<u>SL</u>	<u>HL</u>
<u>Environmental Systems and Societies SL</u>		
Exam Paper 1 (EA)	25%	
Exam Paper 2 (EA)	50%	
Individual Investigation (IA)	25%	

<u>History HL</u>		
Exam Paper 1 (EA)	30%	20%
Exam Paper 2 (EA)	45%	25%
Exam Paper 3 (EA)		35%
Historical Investigation (IA)	25%	20%

<u>Psychology SL</u>		
Exam Paper 1 (EA)	50%	
Exam Paper 2 (EA)	25%	
Experimental Study (IA)	25%	

Group 4: Sciences	<u>SL/HL</u>
<u>Biology HL</u>	
Exam Paper 1 (EA)	36%
Exam Paper 2 (EA)	44%
Scientific Investigation (IA)	20%

<u>Physics SL</u>	
Exam Paper 1 (EA)	20%
Exam Paper 2 (EA)	40%
Exam Paper 3 (EA)	20%
Individual Scientific Investigation (IA)	20%

Group 5: Mathematics	<u>SL</u>	<u>HL</u>
<u>Mathematics: Applications and Interpretation SL</u>		
Exam Paper 1 (EA) (GD calculator)	40%	
Exam Paper 2 (EA) (GD calculator)	40%	
Mathematical Exploration (IA)	20%	
<u>Mathematics: Analysis and Approaches SL/HL</u>		
Exam Paper 1 (EA) (no GD calculator)	40%	30%
Exam Paper 2 (EA) (GDC calculator)	40%	30%
Exam Paper 3 (EA) (GDC calculator)		20%
Mathematical Exploration (IA)	20%	20%
Group 6: The Arts	<u>SL</u>	<u>HL</u>
<u>Music SL/HL</u>		
Listening Paper (EA)	30%	30%
Musical Links Investigation (EA)	20%	20%
Creating; Solo Performance; Group Performance (IA)	50%	
Creating/Solo Performance (IA)		25/25%
<u>Theater SL/HL</u>		
Research Presentation (EA)	30%	20%
Collaborative Project (EA)	40%	25%
Solo Theater Piece HL (EA)		35%
Production Proposal (IA)	30%	20%
<u>Visual Art HL</u>		
Comparative Study (EA)		20%
Process Portfolio (EA)		40%
Exhibition (IA)		40%

Grading and Marking

Subject specific training ensures that teachers learn about their subject criteria, learn how to use them for instructions and assessment, and learn strategies for making the assessment criteria understood by students. There are a variety of professional development opportunities, collaborative planning and reflection among teachers, and review of examiners feedback to help guide curricular and instructional revisions. These opportunities further support DP teachers in their use of the subject specific assessment criteria.

This policy reflects the requirements of the Florida Department of Education (FLDOE) and the framework detailed in the IB Diploma Programme. Students are given traditional A – F quarter, semester and final grades in accordance with the FLDOE requirements. Student receive these grades in the form of a report card. The following Broward School District scale is used to determine quarter, semester, and final year-end grades:

Letter Grade	Numerical	IB Score (1 -7)
A	90 - 100	(90 – 94) = 6 (95-100) =7
B+	87 – 89	5
B	80 – 86	5
C+	77 – 79	4
C	70 -76	4
D+	67 – 69	3

D	60 – 66	3
F	0 -59	(0 – 54) = 1 (54 - 59) =2
I	N/A	

Marks in IB course internal and external assessments are reported using the International Baccalaureate marking scale, which ranges from 1 to 7. The final score earned in an IB subject is recorded on the student’s SBBC (School Board of Broward County) transcript. Students are given their IB Course Results and Diploma upon receipt each July that indicates the results for the External and Internal assessments for each course. Students are also given personal credentials to access this information through candidates.ibo.org.

IB Grading Scale		
Subjects are marked according to the following scale	Extended Essay is marked according to the following scale	TOK assessments are marked according to the following criteria
7 – Excellent performance 6 – Very good performance 5 – Good performance 4 – Satisfactory performance 3 – Mediocre performance 2 – Poor performance 1 – Very poor performance	A – Excellent B – Good C – Satisfactory D – Mediocre E – Elementary N – No grade	Level 5 – Excellent Level 4 – Very good Level 3 – Satisfactory Level 2 – Basic Level 1 – Elementary N – No grade

Earning the IB Diploma

To achieve the IB Diploma students must take one course in each of the five academic groups: Language A, Language B, Individuals and Societies, Experimental Sciences, and Mathematics. They must also take a sixth course, either an Arts course or additional course from of the groups listed above. They must also complete Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, and Service (CAS) requirements.

The following is a list of the requirements to obtain the IB Diploma:

- CAS requirements have been met.
- The candidate’s total points are 24 or more.
- There is no “N” awarded for TOK, the EE, or a subject.
- There is no grade “E” awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct.

Policy Distribution & Review

All Deerfield Beach High School IB policies are posted on the Deerfield beach High School website available for download and easy printing format.

All Deerfield Beach IB policies are reviewed annually and are subject to change.

Resources

IBO, *Diploma Programme Assessment Procedures (2023)*

Holy Heart of Mary High School (n.d.), *IB Assessment and Evaluation Policy*

Nogales High School (n.d.), *IB Assessment Policy*

Henry J. Kaiser High School (2019), *Assessment Policy*

