



world school

F.W. Springstead High School International Baccalaureate Program

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Assessment Policy

In order to provide an educational experience that will adequately prepare our students to fully meet and surpass the IB Diploma Programme requirements, SHS will utilize both formative and summative assessments throughout the course of study that the student pursues. These assessments will be aligned with the curricular guidelines provided by the IB Programme and will provide adequate opportunity for each student to practice using the IB command terms throughout their assessments.

Purpose for assessment:

Students will be assessed frequently within their pre-IB and IB courses according to the criteria and standards established by the DP's curriculum guidelines for the course of study. The frequency of assessment will minimally occur as weekly but may occur more frequently. These assessment tools will serve to determine the state of current content and/or skill level of the student, to evaluate the effectiveness of the curriculum, planning, and teaching practices for the instructor, and to provide feedback to the student and parents for the purpose of improving understanding. Feedback sources can include administrators, the IB coordinator, teachers, and fellow students.

Effective assessments are determined by the type of feedback provided, the timeliness of the feedback and the usefulness of said feedback, to provide direction to the instructor in planning and development of student lessons and activities. Effective assessments can take multiple forms of formative and summative assessments. Examples of such assessment include the following: higher order thinking strategy questions, projects, presentations, portfolios, essays, reports, laboratories, inquiry activities, design activities, discussions, analyses of products, written responses, multiple choice questions, examinations, measurements and their analysis, graph or chart production, etc. Students will utilize peer and self-assessment according to a pre-determined rubric of expectations. The type, frequency, and grading of the assessments will be determined by the instructor but guided by the requirements of the local, state, and national governing school boards. By definition, a formative assessment is to provide immediate feedback to the instructor, student, and parent about the progress of the student's understanding related to the IB DP criteria being measured during that time period. By definition, a summative assessment is to provide a more in-depth evaluation of a student's ability to demonstrate mastery of the IB DP criteria being measured. Summative assessments will be criterion-related. This includes both the Internal and External IB Assessments. Depending on the purpose and assessment type, IB rubrics and scoring guides may be utilized as an assessment tool.

Implementation of Assessment Policy:

- Instructors within IB core groups will develop common grading criteria during pre-school to be used for the school year. Grading criteria and types of assessments will be provided to each student (and parent) in the course's syllabus, which will also be posted on the school's web-system.
- When possible, IB core group instructors will meet monthly to discuss best practices utilized within their course. Additionally, these instructional groups will report highlighted best practices to other core group areas at monthly IB meetings.
- IB instructors will utilize the common calendar and IB Teacher icon, located on First Class email, to inform other instructors of upcoming events, projects, examinations, etc.
- Instructors will collaborate with other instructors, guidance, administration, and the IB coordinator to best meet the needs of the students and their academic preparation. Areas of concern will be addressed with the student and his/her parent or guardian. Additionally, each instructor will regularly provide academic feedback to the student and the parent through electronic or traditional form.
- The timeline, location, and distribution of the External Assessments will be a responsibility of the IB coordinator. Additionally, the IB coordinator will coordinate the collection of uploaded and externally moderated assessments.
- The school assessment policy will be reviewed annually, and changes will occur through consensus of the stakeholders.

Recording & Reporting DP Assessments:

DP Assessments are recorded and reported through a variety of means.

- Practice DP assessments will be conducted throughout the 2 year Diploma Programme. During this time, teachers will work with students to facilitate skills and strategies to ensure success of IB assessments. Teachers will utilize IB rubrics and mark schemes in daily work assignments to ensure students mastery of demands and required skills. Teachers will adopt a grading procedure that emphasizes learning and mastery of skill so that students are encouraged to improve their mastery of the required skill. Results of these practice assessments are communicated directly to students (with feedback), and the results are posted through the school's grading program which can be accessed by both students and parents.
- The Extended Essay is collected by the EE Coordinator, who then submits them to the IB Coordinator. The Extended Essays are then submitted directly the IB Coordinator for submission to the IBIS eCoursework program.
- Oral presentations for English, Foreign Language, and ToK are recorded using a MP3 recorder and/or Managebac. Theatre presentations are recorded digitally in M4V format. The files are sent to the IB coordinator, who uploads them to IBIS through the eCoursework program.
- All internal assessments are submitted to IB coordinator, who submits them to IBIS through eCoursework program.
- CAS requirements are monitored by CAS Coordinator through Managebac, who then reports results to the IB coordinator, who then confirms each student's CAS status as "Satisfactory" or "Unsatisfactory" on IBIS.
- All externally assessed subject exams IB exams are administered during the first 3 weeks of May. Proctors are trained to administer, monitor, and collect exams. All exams are brought directly to IB coordinator, who mails them out within 24 hours of test administration to Cardiff.

Combining DP Assessments with National Assessments:

- Students participating in Springstead's pre-IB program must take and pass the Florida Biology, Geometry, and English & Language Arts exams in the 9th grade
- The IB DP program allows students to satisfy other state requirements. For example, student completion of the DP program waives Florida state requirements for students to take World History, U.S. Government, Economics, Physical Education/HOPE, an online Course, and the U.S. History End-of-Course Exam.
- Student completion of the DP Programme fully meets and satisfies all state level requirements for graduation.
- Students will also take various Advanced Placement exams during the DP years. If there is an exam conflict with an IB exam, students will take a late AP exam.

Communication of Assessment Policy:

- The school assessment policy and assessment calendar will be made available to the school community through email distribution, as well as through the school's IB webpage.