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SCV_DRAFT _____

Secretary Initials _____

Policy Category

Curriculum and Instruction

Policy Name

Diploma Programme Assessment Policy

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Board Approval Date

05-07-2015

District Required

Yes____ No____

Committee Names

Kuric, Raskin

At SCVi Charter School, we believe that all students have the right to a challenging and rigorous curriculum that provides opportunities to demonstrate their deep understanding of concepts through a variety of authentic experiences that value process as well as product. SCVi Diploma Subject Facilitators are committed to providing learners with as much time and expert instruction necessary for learners to demonstrate their understanding. This document outlines the assessment policy that will serve as a guideline for facilitators, learners, parents, the governing board and the community. This policy communicates the "why's, how's, and what's" of assessment in SCVi Diploma Programme.

Purposes of Assessment

SCVi High School Facilitators assess students using a variety of methods in order to:

1. Gather evidence to support facilitator's reflection on their instruction and to inform future instruction
2. Include formative assessment that values the process as well as summative assessment of a variety of products.
3. Provide learners with authentic assessment opportunities that support deep understanding of concepts.
4. Develop learners who internalize the IB Learner Profile 21st Century critical thinkers.
5. Provide feedback to learners, parents, governing board and community.

Principles of Assessment

SCVi facilitators understand that effective assessment allows students to:

1. Demonstrate their understanding of complex concepts in a variety of subject areas in a variety of ways.
2. Analyze their own learning to reflect on and set goals for future learning.
3. Use various learning styles and intelligences to demonstrate their understanding.
4. Collaborate with others in developing, critiquing, and reflecting on quality work.

SCVi facilitators understand that their role in designing effective assessments required them to:

1. Design assessments that proved for learners' varying learning styles.
2. Use ongoing formative assessments to collect evidence to inform and guide their instruction.

3. Provide learners well in advance with the criteria required to produce beautiful work.
4. Design assessments that are meaningful, relevant and motivating to students.
5. Provide timely and clear feedback that allows learners to use the information for future learning.
6. Maintain detailed records to provide timely information to learners, parents, the school and the community.
7. Participate in IB professional development, including use of the OCC resources to deepen their understanding of IB assessment criteria.
8. Collaborate with grade level facilitators in developing and revising the Internal Assessment Calendar.

IB Assessments

IB Diploma Program assessments are criterion referenced, meaning that assessors judge each learner's performance against a set of specific criteria rather than judge one learner's performance with another's. SCVi uses a wide variety of formative and summative methods of assessment. The nature of the assessment is carefully aligned with the learning outcomes. The assessment adheres to the Diploma Programme standards for validity, relevance, and reliability. The range of types of assessment is designed to reduce the possibility for creating an achievement gap and discrimination.

Each IB course in the six subject categories has both internal as well as external assessments.

Internal Assessments

Internal Assessments are pieces of work that are evaluated by each Diploma Subject Facilitator, who assigns a score, which may be moderated by an external IB assessor to maintain standards of validity and reliability throughout the international regions. Examples of internal assessments include:

1. Oral examinations in Group 1 and 2 Subject Areas (Language A and B)
2. Projects and portfolios in Group 5 (mathematics)
3. Presentations in Theory of Knowledge
4. Practical laboratory work in Group 4 (sciences)
5. Performances and presentations in Group 6 (arts and others)

Internal assessments afford learners the opportunity to show their growth over time in a variety of ways outside the restrictions of the examination environment. The SCVi internal assessment calendar is developed and will be revised in collaboration with all of the Diploma facilitators who take into consideration the learners' workload in assigning dates for their internal assessments.

External Assessments

External assessments also allow learners to demonstrate their growth over time and are evaluated according to specific criteria for each subject area. Rather than the subject area facilitator evaluating the learner created work, IB examiners evaluate external assessments. External assessments focus on the quality of a finished written product in the IB subject area. Examples of external assessments include:

1. Essays in Group 1,2 and Theory of Knowledge
2. Investigations in Group 6 (Arts and more)

IB Diploma Programme Examinations

The third and final type of IB assessments is a subject area examination in each IB subject category. IB examinations are administered each May under strictly controlled conditions according to IB regulations. In order to sit for examinations, learners must complete all internal and external assessments for the subject area. The subject area examination papers reflect a variety of assessment methods including:

1. Short answer
2. Essay
3. Data analysis
4. Open-ended problem solving
5. Case studies
6. Commentaries
7. Multiple-choice

Once learners have completed their subject area examinations, they are mailed within 24 hours to external IB assessors all over the world to evaluate. Examination marks are combined with internal and external marks to create a final subject grade.

SCVi and IB Grading

Learners at SCVi can expect facilitators to use a standard grading scale, which is specifically outlined in each course syllabus. Exceptions to the standard grading scale will be noted in the syllabus as well. International Baccalaureate courses are weighted for Grade Point Average purposes.

Unlike the standard grade scale used primarily in each course, the IB uses the following grade scale in each subject area:

1. 7=Excellent
2. 6=Very Good
3. 5=Good
4. 4=Satisfactory
5. 3=Mediocre
6. 2=Poor
7. 1=Very Poor

Additionally, assessments for Theory of Knowledge and the Extended Essay are graded according to the following scale;

- A=Excellent
- B=Good
- C=Satisfactory
- D=Mediocre
- E=Elementary
- N=No grade

SCVi learners may find that their grades are higher in their subject area course than they receive from the IB; the reverse may also be true. As facilitators evaluate learners in their courses, they consider a variety of variables (classroom policies, formative assessment tools, etc) that may affect the difference learners see their SCVi course grade and their IB Subject grade.

Adopted:

Amended:

