



Franklin High School
International Baccalaureate Program
4600 E. Fremont St
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Franklin High School IB Program **Assessment Policy**

Philosophy of Assessment

Assessments are an integral part of the education process. They not only provide valuable feedback to the students through the evaluation process but they also help drive and direct instruction. Moreover, the assessment process provides the opportunity for reflection on both the part of the student and the teacher. At Franklin High School (FHS), the administration, the staff, and the parents recognize that assessments play a vital role in the cycle of planning, teaching, assessing, reporting, and reflecting. As such, we utilize and continuously develop assessment tools that assist in determining the needs of the students.

We firmly believe that assessment, teaching, learning, and reflection should be focused on developing the whole student. Equally important is that assessments should also be geared toward developing the positive traits found in the International Baccalaureate (IB) Learner Profile. Along with developing and evaluating academic skills, assessments should promote growth now and into the future so our students can become learners, thinkers, knowledgeable, principled communicators who can also be caring risk-takers that are open-minded individuals and who also continuously remain inquirers throughout their lives all the while developing the ability to reflect upon what they learn in all facets of life.

As we delve into our own disciplines, we will provide students with opportunities to demonstrate their level of mastery on various tasks based on subject specific rubrics as outlined by IB in each of the subject guides. Rubrics and expectations will be communicated and provided to students ahead of assigning tasks. This may be in the form of IB internal assessments or teacher created assignments (paper or electronic). Upon completion of tasks, teachers will provide students with meaningful feedback in a timely manner that will provide both teachers and students the opportunity to reflect on what has been taught and learned and thereby provide further directions for future instruction and student exploration.

Purposes of Assessment

Franklin High School assesses students in order to:

- enhance student learning
- monitor and evaluate student progress towards meeting course, MYP and IB Diploma Program standards
- monitor and evaluate student progress towards meeting the district and school-established assessment goals
- provide meaningful feedback to students, parents and other stakeholders
- gather evidence to support teacher reflection on the effectiveness of their teaching



- inform curriculum review
- evaluate the suitability of courses
- develop short and long-term achievement goals for FHS

Effective assessment allows students to:

- demonstrate a broad range of conceptual understanding and skills
- demonstrate critical thinking abilities
- utilize a variety of learning styles and intelligences
- participate in self-assessment
- analyze and reflect upon their own learning and performance
- set goals for their own learning

Effective assessment allows parents to:

- monitor evidence of student learning
- inform and understand what their child is studying
- provide opportunities for support to students and teachers
- understand student progress towards grade level proficiency

Effective assessment allows teachers to:

- engage in self-reflection on their own teaching and assessment practice
- use assessments to inform and improve instruction
- provide for a variety of assessment strategies
- recognize students' different learning styles and develop assessments to utilize these styles
- recognize students' level of English language competency and consider this when developing assessments.
- make students aware in advance of the criteria required for producing a quality product
- assess in a context that is meaningful, relevant and motivating to students.
- analyze data to identify patterns in student performance and needs
- provide timely and clear feedback that is constructive towards future learning
- undertake assessments in accordance with district and state principles
- maintain detailed assessment records

Effective assessment allows the administration to:

- support teachers in maintaining assessment skills and in developing new assessment strategies
- provide time for teachers to plan and reflect
- provide training on data analysis and use



- use student achievement data (SBAC and District Assessments[iReady]) to set school-wide, departmental, and individual goals
- maintain detailed assessment records and use these to provide achievement information to students and parents in a timely and ongoing manner as well as formal reporting times.

Principles of Assessment:

- Assessments will be designed to meet the needs of the different learning styles
- Assessments will provide opportunities for authentic assessment when applicable and appropriate
- Assessments may be differentiated to account for students' diverse needs (culture, language and abilities).
- Assessments will be rigorous in nature that involve critical and creative thinking and problem solving skills
- Assessments will encourage and provide opportunities for students to transfer skills
- Assessment will include use of command terms and subject specific requirements (citation formats, lab procedures, research practices, etc.)
- Assessments will be real world in context when applicable.
- Students with identified special learning needs will receive accommodations as per their learning/educational plans.
- All assessments and works submitted must be the student's own work.
- Students will receive timely and meaningful feedback.
- Teachers provide a balance between formative and summative assessments as much as possible
- Students should be allowed multiple opportunities to demonstrate understanding
- Assessment will continuously be revisited and revised to best meet the needs of the students while maintaining the standards and requirements of each subject
- Assessments should align with course learning outcomes, state standards and MYP and DP objectives/criteria
- Clear criteria and appropriate criteria will be provided to students prior to an assessment
- Curriculum and assessment should reflect the intercultural aspects of MYP and DP
- Teachers of the same course should use common assessments
- Results of IB assessed criteria for MYP and DP will be reported out to the students and their families at least once a quarter via one of the following ways: report cards, progress reports or teacher created documents.

Methods of Assessments

Formative assessment is any type of assessment that occurs during the course of instruction during a lesson, sequence of lessons, or unit. It is on-going. The purpose of formative assessments is to give both the teacher and the student information about how individual students are progressing towards meeting the lesson or unit learning targets or objectives.

Types of formative assessments used at FHS

- Quizzes
- Group work - (presentations, labs, performances)
- Socratic seminars
- Quick-writes
- Exit tickets
- Open-ended questions
- Student discussions

Summative assessment is assessment that takes place at or near the end of an instructional unit to measure student understanding and application of content knowledge and skills. Summative assessments are meant to be a final assessment for each unit.

Types of summative assessments used at FHS

- Projects
- Essays
- Presentations (group or individual)
- Labs (group or individual)
- Performances (group or individual)
- Compositions (musical, artistic, and physical)
- Summative Exams (multiple-choice questions, short response questions, essay response)
- videos
- journals
- portfolios

IB Assessments/Program Requirements

IB assessments in the Middle Years Program (MYP) and Diploma Program (DP) are criterion-referenced, not norm-referenced. This means that the method of assessment judges each student in relation to identified standards and criterion rather than against the work of other students.

Using the MYP assessment criteria

Teachers will use the MYP established subject area assessment criteria and the assessment criteria rubrics. Teachers will also create task-specific rubrics based on their subject area rubrics for each summative assessment. When creating task-specific rubrics, teachers may adapt and/or modify descriptors in the rubrics to better align with specific assessment tasks to increase student understanding, but it is essential that the critical elements of the MYP learning objectives and key terms are not lost. When assessing



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student work, teachers use a best fit approach to assign a criterion referenced mark after careful consideration of each student's work.

Using the DP assessment criteria

DP teachers receive training in the IB standards and practices within their subject area and/or Core components. Through this training, teachers learn how to use the criteria for instruction and assessment and strategies for making the assessment criteria accessible and understood by students. In addition to formative and summative classroom assessments, DP students produce internal and external assessments attached to the courses in which they are enrolled.

Students and parents are made aware of the IB assessment criterion by:

- Teachers' published course curricula, scope and sequence, and syllabi
- Teachers' direct instruction
- FHS IB Diploma Program candidates' Grade 10 meeting
- FHS IB MYP/DP Orientation meetings grades 6-10
- FHS IB Open House
- FHS IB newsletters
- FHS IB Website, Remind App notifications, Google Classroom, email notifications and Synergy (The district grading system)

Internal Assessment

Internal Assessment allows some of the student assessments to be carried out by teachers over the duration of the course. Teachers mark individual pieces of work and this grade counts as a percentage of the student's overall IB score. A sample of the teacher-marked work is sent to a moderator who then evaluates the teacher's application of the grading rubrics.

The calendar dates for the completion of internal assessments is governed by the FHS IB Internal Calendar. This document is agreed to by all teachers and published to students, parents, and the FHS website. It is designed to spread out the workload of the IB Diploma program over two years and provide a timeline for students to follow. Appendix M contains the current FHS Internal Calendar.

Teachers are required to submit Internal Assessment scores to the IB Diploma Program Coordinator in a timely manner. The dates for submitting these records are reviewed with faculty at the start of the academic year and published to teachers and administration. Please see Appendix M for a list of the current IA due dates.

Diploma Internal Assessments

Internal assessments are evaluated by content teachers who give the assessment a score which may then be moderated by external examiners to ensure alignment to the IB assessment criteria in the subject area. Examples of internal assessments include: oral examinations in Group 1, Language and Literature (English) and Group 2, Language Acquisition (World Languages); Historical Investigations in Group 3, History; projects and portfolios in Group 5, Mathematics; presentations in Theory of Knowledge; practical laboratory work in Group 4, Science; and artistic performances and presentations in Group 6. Internal assessments often allow for greater student flexibility in exhibition of their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.

Diploma External Assessment

External assessments enable students to show their work over time and outside of the restrictions of the examination environment. External Assessments are work that is conducted and overseen by teachers or proctors and then graded externally by IB examiners. External assessments are evaluated according to the established subject area criteria. End-of-course exams are the primary means of external assessment, but it also includes work such as the MYP Personal Project and for DP the Extended Essay, English A1 World Literature essays, and the TOK essay.

External Assessment dates are fixed by the IBO and adhered to by FHS. The IB Exam Calendar is published to students, parents, and the FHS website, shared through Google Classroom and handed to all students.

Earning the International Baccalaureate Diploma Requirements Criteria:

- 3 Standard Level (SL) and 3 Higher Level (HL) subjects with a minimum score of 24 points overall
Minimum of 12 points earned on HL exams Minimum of 9 points earned on SL exams
- Must complete and pass all Internal Assessments (IA's) for each subject
- Theory of Knowledge Prescribed Title Essay and Oral Presentations grades earned A (highest) to E (lowest)
- Extended Essay 4000 word essay Grades earned A (highest) to E (lowest)
- Creativity, Activity and Service (CAS) 18 months of documented activity

Note: Failure to meet any of the prescribed requirements may disqualify a student from obtaining the IB Diploma



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Students need to earn a grade of at least D in both Theory of Knowledge and Extended Essay or 28 overall points to receive the diploma. If a student earns less than 24 points, receives a score of 1 on any HL subject, or receives two or more scores of 2 in any subject or level, they cannot earn the IB diploma.

IB External Exams

IB exams at FHS are conducted in strict accordance with IB regulations. Please see Appendix C for a copy of the FHS Exam Rules and Policies for Students.

Written exams are completed in the FHS Media Center. Oral exams will be conducted in C-113 - computer lab or the Black Box Theatre . Exam invigilation is performed by staff and community members. All invigilators must undergo a training exercise to review exam procedures and policies. Teachers whose exam is being conducted and parents whose children are examining are not allowed to invigilate. Teachers whose exams are being conducted are required to remain a minimum of 50 meters away from the exam room when their exam is in session. Security for exams is the responsibility of the IB Diploma Program Coordinator and Franklin High School administration.

Mock exams are conducted during the last two weeks of April. The mock exam calendar is set by the IB Diploma Program Coordinator in conjunction with teachers and administration. The results of mock exams are used to inform students of their level of competencies in the subject and are used as a basis for review and exam preparation. It is to the teacher's discretion to use the mock exams as final exams for FHS credit.

Academic Integrity

The FHS IB Student Conduct Agreement may be found in Appendix V which includes the statement pertaining to academic integrity. All candidates, whether diploma, certificate, or anticipated, as well as their parents, must read, understand, and sign the agreement.

Inclusion

All IB students will have access to the curriculum and assessments. Students will be allowed modifications as per their learning and educational plan so that all students' needs are met. (See [FHS Inclusion Policy](#))

Review of policy

The review processes of the assessment policy will be ongoing and reviewed by a team of teachers, parents, and administrators. Teachers from all subject groups will make up the teaching component while parents from different grade levels will make up the parent component. At least one school administrator will be intimately involved in the review process. The review team will meet a minimum of once per school year to



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discuss, review and revise the policy so that it will meet all the program, school and district guidelines. Opportunities to review the assessment policy will be made available to all stakeholders during the review process as well.

Communication of the Assessment Policy

The FHS Assessment Policy will be made available on our school's website and will be shared with parents and students at the beginning of each school year and during the review annual process.

References:

IBO (2014). MYP Principles and Practice

IBO (2014). Guidelines for Developing an Assessment Policy in the Diploma Program