

## **Proviso Mathematics & Science Academy International Baccalaureate Diploma Programme Assessment Policy**

### **Philosophy of Assessment**

It is the belief at the Proviso Mathematics and Science Academy that assessment is a multi-faceted tool for student/teacher/school growth and instructional and program improvement. For all courses at PMSA, assessment tools and strategies are aligned with Common Core and college readiness performance descriptors and driven by best practices. The expectations of IB Diploma assessments inform the types of formative and summative classroom assessments and practices used by the teachers throughout the Diploma years in order that the students may be fully prepared for the IB summative assessments.

We believe that a variety of assessment models should be used in order to effectively gauge student achievement and provide for a more accurate evaluation of progress for students who have different learning styles and educational needs.

### **Purpose of Assessment**

Assessment is used for formative purposes (feedback, reflection, motivation, program refinement) as well as summative purposes (grade reporting, class placement, university advanced placement). It is used to support student growth in the academic disciplines and in development of the IB learner profile traits.

Equity in assessment is achieved through the use of criterion-referenced evaluation rubrics and by the use of varying types of assessment to address a range of student learning styles.

### **Assessment Practices**

#### Types of Assessment

PMSA incorporates formative and summative internal assessments throughout the students' courses of study. These assessments include self-assessment, peer assessment, individual and group assessment, and teacher assessment.

PMSA offers a number of compulsory exams: college readiness exams, nationally normed exams (SAT), and district-level periodic and summative exams.

Students will be made aware of the assessment requirements of each of their Diploma Courses and Core areas. Students are given the Diploma Calendar at the beginning of the school year, which will include deadlines for major formative and all summative classroom assessments as well as the dates for Internal and External IB Assessments for each Diploma Course and Core area. This calendar will be created and maintained by the IB Diploma Coordinator, as a result of IB Diploma faculty collaboration.

## Recording and Reporting

As regular and accurate reporting of progress is essential, teachers are mandated to update student grades (at the minimum, once per week). Formal reports of student progress are distributed to parents/legal guardians eight times each school year. Twice during the school year, following the first and third quarter progress report grade entry, parents are welcomed to the school for parent/teacher conferences. Parents are encouraged to arrange parent/teacher conferences at any other time during the school year as well, should they so desire.

PMSA uses a web-based student information system for grade and attendance reporting (PowerSchool). Students and parents/legal guardians are able to use a secure, password-protected log in to view their current grades and assignments in any class at any time either by using a computer or through a free, downloadable mobile app.

Using PowerSchool, parents and guardians will be able to review their student's IB coursework in a specifically designated category at their convenience. The following chart will be posted on PMSA's International Baccalaureate Diploma Programme website and included in all Diploma Programme teacher syllabi so that parents and guardians can correlate the percentage grade reported in PowerSchool on this work and its corresponding IB score counterpart. The IB Diploma Programme Coordinator will also provide parents and guardians additional information and assistance with this conversion chart at designated meeting times throughout the academic year.

IB Score	Percentage on IB formative and summative assessment	IB Score	Percentage on IB formative and summative assessment
7+	100	4+	83
7	98	4	78
7-	97	4-	72
6+	96	3+	71
6	94/95	3	65
6-	93	3-	61
5+	92	2+	60
5	88	2	55
5-	84	2-	50

## **Support for Assessment**

Teachers will be sent to IB workshop training when the subject area curriculum has been updated. The IB Diploma Coordinator will distribute notices of changes to the assessment policies/practices or any clarifications that will be made available by the IBO to the teachers.

The DP Coordinator will meet with the faculty to review and revise the assessment calendar on an annual basis and as needed throughout the school year. Members of the faculty will be actively encouraged to use the PRC as a resource for assessment updates and best practices.

The school will provide faculty with the exam papers and markscheme packs from previous years and a library of these will be maintained by the DP Coordinator. The annual subject reports will

also be used to provide teachers with assessment insight and, if necessary, enquiries about marks awarded may be made to the IBO.

Teachers will use the criterion-referenced IB Internal and External Assessment markbands for classroom assessments and to determine the IB holistic descriptors (1-7) to which this generally equates (based upon the previous examination markscheme).

Teachers new to PMSA will be made aware of the philosophy of assessment and will be trained by administration, the IB Diploma Coordinator and peers on the assessment practices.

This assessment policy will be subject to annual review and revision by a voluntary committee composed of members of the Proviso Mathematics and Science Academy faculty who will take faculty, student, parent, and community feedback into consideration during the review and revision process. The policy will then be submitted to administration for approval and may additionally be subject to district approval.

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