FORT MYERS HIGH SCHOOL ASSESSMENT POLICY

Goal

The goal of assessment is to enable students to develop the concepts, attitudes, knowledge, and skills necessary for them to reach their full potential and operate in an international and increasingly complex world. As such, assessment is designed to support and encourage student learning while measuring the performance of candidates against the overarching objectives of the program, the objectives relevant to each subject area, to prepare candidates to be successful on the IB exams, EOC's, CCE's, SAT and ACT exams and to inform the instructional cycle.

AIM

The aim of this policy is to ensure a consistent approach to:
- The way in which research-based strategies are used to measure students' knowledge, experience, and understanding against IB criteria and course stated standards,
- The way in which students are involved in the assessment processes, and
- The way in which assessment results are used to guide curriculum and instruction within and across subject areas and to shape overall program efficacy.

EFFECTIVE ASSESSMENT

FMHS-IB recognizes and encourages the following as features of effective assessment:

1. Effective assessment *promotes and supports learning* by:
   - Identifying the knowledge base,
   - Enabling students to demonstrate what they have learned,
   - Measuring progress and performance against predetermined program objectives as supported by rubrics, benchmarks, markschemes, and exemplars, and information on the Online Curriculum Center,
   - Identifying individual learning styles and preferences,
   - Encouraging scaffolding and progression of learning,
   - Involving meaningful tasks,
   - Monitoring student progress,
   - Encouraging trans disciplinary inquiry, and
   - Promoting enduring, sustained understandings

2. Effective assessment is *formative and summative*, and therein:
   - Is criterion-referenced,
   - Is appropriately designed based on the objectives being measured,
   - Promotes a shared learning culture,
   - Provides students with clear and consistent feedback,
   - Diagnoses learning difficulties,
   - Provides effective and progressive student records,
   - Informs regular, effective, and comprehensive reporting to all stakeholders, considered partners in the assessment process,
   - Balances evaluation of the learning process and products of that process, and
   - Occurs daily in some fashion

3. Effective assessment *uses appropriate and diverse strategies,* and thereby:
   - Is anchored in authentic, real-world tasks carried out in a range of contexts
   - Challenges and engages, requiring higher-order critical and creative thought and the thoughtful application, analysis, synthesis, and evaluation of knowledge rather than recall,
   - Is both formal and informal, quantitative and qualitative, traditional and alternative in nature,
   - Is conducted in independent and collaborative contexts,
   - Is differentiated to accommodate a variety of learning styles, as well as cultural, gender, racial, and linguistic expectations and needs,
   - Is undertaken both when students are working individually and cooperatively, within and outside of the classroom setting,
   - Tests a range of skills, experiences, and understandings,
   - Reflects the nature of the IB external and internal assessment components,
   - Reflects the aims and intent of the IB Learner Profile, and
   - Assesses performance relative to national, state, and local standards and community values

4. Effective assessment *recognizes all student progress and achievement,* and therein:
   - Fosters intrinsic motivation and promotes a commitment to lifelong learning,
   - Rewards progress, effort, and achievement rather than penalizing failure,
   - Creates opportunities for self-direction,
   - Fosters self esteem, international-mindedness, social development, and personal reflection,
   - Provides constructive feedback relative to the DYP Learner Profile,
   - Promotes mastery,
   - Promotes academic integrity, and
   - Rewards originality, insight, and high quality work

5. Effective assessment *develops the capacity for self-assessment* by:
    - Being translucent in nature, with expectations, criterion, and benchmarks available to stakeholders at all points in the assessment cycle,
    - Generating learning outcomes, assessment criteria, and constructive feedback to be shared with students and parents,
    - Engaging students in goal setting and monitoring,
    - Supporting students in self and peer assessment activities, and
    - Promoting autonomous learning and personal accountability

6. Effective assessment *supports effective teaching and instruction* by:
    - Showcasing student knowledge of content and skills,
    - Guiding lesson planning and decision-making,
    - Promoting a variety of teaching strategies,
    - Allowing for consistent monitoring of teaching progress,
    - Encouraging self-reflection,
    - Indicating opportunities for reteaching
    - Assisting in evaluation of overall program efficacy,
    - Informing curriculum review and syllabus restructuring, and
    - Enabling collaboration between teachers within and between subject areas

TYPES OF ASSESSMENTS & STRATEGIES

Pre-Assessment: This type of assessment is used to measure students' prior knowledge before embarking on new learning.

Summative Assessment: This type of assessment is used as a culminating piece to measure final student performance and identify a standard of student attainment at the end of the teaching and learning process. IB tests and markschemes are used for this type of assessment. Sample strategies include, tests, quizzes, written papers, final exhibitions, and culminating projects.

Formative Assessment: This type of assessment is interwoven with daily teaching and assists teachers in determining what the students have learned in order to plan for the next stage of learning. It entails self-reflective processes on the part of both student and teacher, processes that promote student attainment and that gauges progress, learning, and understanding while that learning is still in place. Teachers use this type of assessment by observing students as they respond to questions, ask questions, and interact with other students during classroom activities. Formative assessment enables the teacher to evaluate their own delivery, student understanding, and relevance of the content, before reaching the point of summative assessment. This enables students to make managed errors and learn from mistakes, and enables teachers to adjust instructional strategies and delivery while the learning is in progress. Sample strategies include, anecdotal observations, open-ended performance assessments, portfolios, reflective journals, class discussions,

Standardized: In accordance with federal and state law, this type of assessment is used to ensure diminishing of the achievement gap, and as a benchmark for admission into the DYP program.

Self Assessment: Self-assessment encourages students to take responsibility for their own learning by evaluating their own achievement gains, identifying their own strengths and areas for improvement, and monitoring goals that are set as a result of these identifications. Self-assessment encourages independence and accountability while fostering a self-reflective learning culture.

Grading Scale

> *The International Baccalaureate grading scale* is a numerical system from 7 (excellent) to 1 (very poor performance). A 4 is considered a satisfactory grade. The student's 1-7 grades are a direct measure of the competency a student has shown in terms of skills and knowledge.

> **IB Grade Descriptor**

1. Minimal achievement in terms of the objectives.

2. Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.

3. Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.

4. A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.

5. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate, and occasionally demonstrates originality and insight.

6. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student generally demonstrates originality and insight.

7. A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

Fort Myers High School, and the District of Lee County as proscribed by the State of Florida, is an Alpha-numeric scale ranging from A (excellent) to F (very poor performance).
GRADE SCALE:
A = 90 – 100% B = 80% - 89% C = 70 – 79% D = 60 – 69% F = less than 60%
The Fort Myers High School scale is aligned with IB assessment rubrics as specified in each subject's guide. Both are given to students at the beginning of each course and are applied to formative tasks.

ROLE OF STAKEHOLDERS WITHIN SCHOOL

IB Coordinator

- Inform students, parents, and teachers of IB regulations, requirements, and criterion governing internal and external assessment,
- Purchase supplementary materials to assist in effective assessment,
- Monitor assessment through classroom observation,
- Supervise teacher access to and effective use of IB scores and data,
- Ensure assessment tasks are meaningful, differentiated, and authentic,
- Analyze data and set goals accordingly,
- Model and support fulfillment of the IB Learner Profile, and
- Values lifelong learning
- Provide all IB teachers access to the Online Curriculum Center

Faculty

- Provide a range of assessment opportunities based on IB internal and external assessment components
- Provide practice sessions using previous IB style questions,
- Communicate IB assessment criterion to all assessment stakeholders,
- Keep and share appropriate student records,
- Ensure that students understand what is being assessed and know how to improve,
- Use available data on students to plan and modify learning,
- Model and support fulfillment of the IB Learner Profile,
- Value lifelong learning with interdisciplinary applications, and
- Utilize assessment information available on the Online Curriculum Center
- Work with Learning Specialist (ESE, Guidance) to design assessments that will, effectively assess the learning of students with learning support requirements

Students

- Seek and reflect upon constructive assessment feedback,
- Set and monitor personal goals that demonstrate independence and personal accountability for the learning process,
- Carry out self-assessment and reflection on a regular basis,
- Use self and peer assessment and marking for learning,
- Celebrate progress and achievements of self and others,
- Strive to shape program experience in accordance with IB Learner Profile, and
- Value lifelong learning