

## **Manheim Township International Baccalaureate Assessment Policy**

As stated in the Manheim Township School District Grading and Reporting Practices Guidelines:

“We believe the purpose of assessment is to measure and communicate progress and achievement toward mastery of core concepts and standards. ... Assessment is a process not a product. Students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning.”

Teachers use a broad range of assessment tools and methods to ensure a full picture of student achievement. The Grading and Reporting Practices Guidelines outline four types of assessment—Benchmark, Diagnostic, Formative, and Summative Assessments—all of which are used within the International Baccalaureate Diploma Programme to assess the needs and achievement of students.

Specific to IB courses, assessments are frequently structured to mirror and support the IB curriculum, and may include the construction of labs, interviews, projects, essays, and formal unit tests and exams. The program is committed to incorporating a variety of assessment methods allowing students to demonstrate achievement through a variety of means.

Evaluation will be conducted using assessment criteria to include teacher-constructed models as well as rubrics and guidelines established by the International Baccalaureate Organization. Teachers within each subject area collaborate in designing assignments and assessments to ensure consistency in assessing student work.

The IBO utilizes a variety of assessments in determining student achievement. Internal Assessments are assignments marked by Manheim Township teachers according to IB grading rubrics. Internal Assessments are audited by the International Baccalaureate Organization to ensure consistency in grading and to provide quality feedback to teaching faculty. External Assessments are assessments assigned and collected by Manheim Township teachers and sent out for grading by IB faculty at other schools worldwide. External Assessments provide another level of consistency and feedback in assessment. IB Exams take place in May and are administered under formal testing conditions. They are assessed by IB examiners and constitute a significant portion of the final grade assigned by IB as a measure of the student’s achievement in each academic discipline. The IB assessment model ensures a variety of assessment methods, multiple opportunities for students to demonstrate achievement, and consistency in grading practices across IB schools worldwide.

### **Rights and responsibilities of the school community**

Students have the right to fair and valid assessment practices that accurately reflect their work. The school has the responsibility to ensure a balanced and holistic approach to assessment that accurately reflects student performance in each subject/discipline. Varied forms of assessment (presentations,

projects, labs, examinations) can lead to a clearer and more holistic picture of student performance. Teachers have the responsibility to clearly communicate expectations for assignments and assessments, including expectations for determining student grades. The school has the responsibility to ensure that assessments match their intended purpose and reflect mastery of course content and related skills. Further, the school has the responsibility to ensure that IB designated assessments, including Internal and External Assessments and Examinations, are administered in a fair and equitable way that follows all guidelines and procedures outlined by the International Baccalaureate Organization. Students have the right to clear communication of expectations, and to the opportunity to discuss the outcomes of assessments with their teachers. Assessment provides a learning opportunity for students.

### **Common Practices for recording and reporting of student achievement**

Manheim Township follows the standard grading practices of reporting percentile grades quarterly through a report card system. The quarterly grade includes both IB mandated assessments (internal and external assessments) and locally assigned assessments (projects, quizzes, exams, etc.). In addition to the quarterly report card, both students and parents have access to current student grades through the online grading systems (sapphire and schoology). Teachers are available to discuss student achievement throughout the year and parents and students are encouraged to monitor student achievement reports on an ongoing basis.

### **The relationship of Manheim Township to IB grading practices**

Students in the IB Programme receive scores both from Manheim Township (grades which appear on their report cards and transcripts) and directly from the International Baccalaureate Organization (scores which are used to determine the award of the IB Diploma, and which can be reported to post-secondary institutions for possible additional credits). Manheim Township IB students have many supporting and enriching assignments developed by their teachers and included in the classroom percentage grade. These assessments are both formative and summative in nature and are designed to support students in mastering IB designated content for their subject.

In addition to Manheim Township established percentile grades, students enrolled in IB courses through the International Baccalaureate Organization receive IB scores marked on a 1-7 scale directly from the International Baccalaureate Organization. These scores are based on IB specified Internal and External Assessments built into their IB coursework as well as final course exams. IB scores are available to students directly on the IBO website ([candidates.ibo.org](http://candidates.ibo.org)). Scores are typically reported the first week of July for May exams. See the Diploma Programme Coordinator for login credentials. Students can request IB score reports directly from IBO to post-secondary schools for possible credit. Internal Assessments are assignments (labs, projects, presentations, essays, interviews, etc.) that are scored by the Manheim Township teacher and submitted to the IB for inclusion as a portion of the final IB score. IB samples and moderates these Internal Assessments to ensure scoring consistency across schools. External assessments are assignments that are scored by IB examiners around the world and included as a portion of the final score awarded to the student. IB scores are a composite of Internal Assessments, External Assessments, and IB Exams.

### **Standardizing of internal scoring of assessments**

Most IB courses at Manheim Township are taught by a single teacher. In cases where multiple teachers teach the same course, teachers meet regularly to review scoring procedures to ensure consistency in scoring. Methods include comparing model papers and sample student work. Teachers collaborate to refine common assignment models and rubric frameworks. Each year after the award of scores from the IBO, teachers meet to review test performance and feedback from IB examiners. This data review is used to revise assessments and scoring procedures for the coming year to ensure alignment with IB expectations and consistency in student performance expectations.

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