

FIRESTONE CLC ASSESSMENT POLICY 2017

Purpose:

Firestone CLC teachers recognize that effective classroom practice depends upon an awareness of the interdependence between teaching, learning and assessment. Ideally, coursework is designed around learning outcomes with backward planning informing lesson design. Both formative and summative assessment is employed in instructional design with the goal of attaining content mastery. Formative assessment represents the process of gathering, analyzing interpreting and using evidence to improve student learning and provides both teachers and students with an awareness of the targeted skills while summative assessment provides measures of student achievement. Summative assessment occurs at the end of a unit of learning wherein students are given an opportunity to demonstrate what they have learned by applying their knowledge in a variety of contexts. Summative assessment is used by teachers to draw conclusions of student learning based on established criteria, assigning qualitative and quantitative value which is then shared with students, parents/guardians, teachers, and administrators.

Strategies:

With an awareness of learning styles, teaching and assessment give careful consideration to differentiated instruction. Assessment occurs regularly and is on-going for the purpose of providing students with an understanding of their learning goals.

In the classroom students are presented with a wide range of assessment activities including in-class work, group work, homework, quizzes, tests, presentations, oral discussions and self-reflection. Teachers acknowledge the need to offer as many diverse opportunities as possible in order to adequately assess student performance.

Firestone High School conforms to the assessment requirements of the district and state in testing students on The Ohio State Test (OST) first administered in Grade 9 and mid-term and final examinations in all subject areas set by the district.

Recording and reporting:

Firestone teachers are required to report grades at the end of each nine week term. There are four terms and additionally there are Interim Progress Reports which occur at the term mid-point. Parent-teacher conferences are scheduled four times a year in conjunction with these interim reports. These reports are currently generated through the district's "eschool", a management tool for tracking student attendance and progress. Parents and students have access to this online tool.

Our Grading System is aligned with the Akron Public school District and is published for students and their parent/guardian in the Firestone High School Student handbook. The policy is also shared in written communication which is mailed to every student's home at the beginning of each school year.

An excerpt from the handbook relates the following:

Grading

*Firestone offers the opportunity for students to learn. You are advised to use your study time in school and to plan for study at home daily. Grades reflect what you have learned. They become part of your permanent record that lasts as long as you live. Institutions of higher learning, potential employers and the various military services are interested in your school records. **We only keep them—you make them!***

Academic grades encompass an evaluation of homework, test grades, classwork, quizzes, reports, projects, participation and attendance; citizenship grades (1-Excellent, 2-Above Average, 3-Average, 4-Needs to improve, 5-Very Poor) encompass courtesy, participation, attitude, dependability, trustworthiness, effort, and general behavior. Interim progress reports will be issued between grading periods. Each student is responsible for making sure his/her parents receive these reports.

Akron Public School Grading Scale

A	93-100	4.0
A-	90-92	3.8
B+	87-89	3.2
B	83-86	3.0
B-	80-82	2.8
C+	77-79	3.2
C	73-76	3.0
C-	70-72	2.8
D+	67-69	2.2
D	63-66	2.0
D-	60-62	1.8
F	0-59	0.0

(Firestone High School Falcons Student Handbook 2016-17p16-17)

Recording and reporting DP assessment:

The results of the IBDP examinations are shared with the IBDP faculty and with the greater school faculty during the initial Staff meeting at the beginning of each school year. In addition, there are regularly scheduled presentations to the School Board for the reporting of examination results.

The IBDP staff uses the IB Grading Scale in the classroom as it pertains to the preparation of both internal and external assessment. Student feedback on assignments includes IBDP-based criteria-referenced assessment which is explained to students prior to assessment.

IB Grading Scale

- 7- Excellent Performance
- 6- Very Good Performance
- 5- Good Performance
- 4- Satisfactory Performance
- 3- Mediocre Performance
- 2- Poor Performance
- 1- Very Poor Performance

On the Extended Essay and Theory of Knowledge the following scale is used:

- A- Excellent
- B- Good
- C- Satisfactory
- D- Mediocre
- E- Elementary

Earning the IB Diploma

To earn the IBDP, students take classes in the six subject groups including as follows:

Studies in language and literature (Language A- Literature HL)

Language Acquisition (Spanish SL, French SL, ab initio Spanish, ab initio French)

Individuals and Society (History HL)

Sciences (Chemistry HL, Biology HL)

Mathematics (Mathematics SL, Math Studies SL)

The arts (Dance SL, Visual Arts SL, Visual Arts HL)

(Students may opt to complete additional Science, Language Acquisition or Individuals and Societies courses instead of a course in the Arts.)

Each student completes at least three higher level HL subjects (but not more than four) and the remaining subjects at the standard level (SL).

The IB Diploma is awarded to candidates who meet the following requirements:

- The candidate has a total of 24 points or more on the exams.
- There is no "N" in any subject, Extended Essay or Theory of Knowledge.
- There is no grade of "E" in Theory of Knowledge or the Extended Essay.
- There is no grade 1 awarded in a subject.
- There are no more than two grade 2s awarded in HL or SL subjects
- There are no more than three grade 3s or below awarded in HL or SL subjects
- The candidate has earned 12 points or more in HL subjects (the three highest grades count for candidates registered in four HL subjects)
- The candidate has earned 9 points or more in SL subjects (candidates who register for two SL subjects must gain at least 5 points)
- Candidate has not been penalized for academic misconduct by the Final Award Committee.

Students must complete the core requirements:

Theory of Knowledge- a course in which students explore the nature of knowledge and complete a presentation and an essay for assessment.

The Extended Essay-an independent, self-directed research paper of 4,000 words.

Creativity, Activity and Service- Volunteer component consisting of a total of 150 hours of volunteerism, 50 in each of the three areas.

With regard to bonus points, the conditions for earning the Diploma are as follows:

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Changes from *The diploma points matrix (May 2010 - November 2014)*:

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).

Responsibilities:

Firestone teachers recognize that it is our responsibility to provide adequate feedback on student progress and in addition to the formal means, teachers frequently have conferences with students related to their progress. Specifically, the IB Coordinator holds individual conferences with students (and in some cases parents) who fall below a 3.25 in the core subject areas at the end of each term. Letters are sent as follow-up informing families of the expectations for students in the IBDP.

Program requirements:

The IBO has very prescribed assessment requirements for the candidates in the Diploma Program. All teachers receive training and attend workshops. Every course of study includes these assessment requirements as a critical part of the coursework. Every new school year the IB Coordinator gives copies of the relevant sections of the Handbook to all teachers.

Teachers prepare students for the internal and external assessments by acquainting them with the assessment criteria particular to that course. Students are presented with samples of past IB students' work as well as previous examination questions from Question Banks and released examinations.

The Extended Essay is introduced during the Spring of the junior year (Grade 11). The school librarian, IB Coordinator/TOK instructor and members from the library at the University of Akron prepare the students for this project. Contracts are signed by the student and the supervisor and dates are established for the completion of this requirement. Students review the rubrics, published EEs and discuss their topics with each other and their supervisor. Firestone maintains a file of Extended Essays and students have access to them. During the process students and supervisors communicate and discuss progress. The EE is due at the end of the first term of the senior year. The Viva Voce is held at the conclusion of this process.

Learning Targets

Learning targets are displayed, communicated and can be articulated by the learners allowing the learner to make connections with their own learning. They are aligned with IB Curriculum designed to challenge students with rigorous content, skill development and depth of knowledge (DOK).

Assessment Literacy

Assessments are varied and designed for varied levels of rigor and data is used to make instructional decisions appropriate to content for the purpose of allowing student demonstration of mastery.

Instruction

Using a wide variety of instructional strategies teacher provides skill development opportunities to manage rigorous content using multiple research-based instructional strategies. Strategies provide time for student reflection.

Intervention

Learners are provided with opportunities to reflect on learning, identifying areas of weakness and have access to remediation individually and collaboratively.

Enrichment

Mastery is defined and as a result learners can communicate how it is achieved and they have opportunities to design their own learning.

Review

The Assessment Policy of Firestone CLC is reviewed annually by the faculty.

Standardization

Collaboration in the DP is achieved through regular IB staff meetings, school-based workshops and IB sanctioned training in an effort to ensure that standards related to teaching and specifically assessments are consistent and aligned with the aims and objectives set out by IBO. Teachers regularly communicate assessment expectations and standards and practices are the basis for teaching each subject.

Presently, all IB courses are taught by a single teacher however, teacher understanding of marking prior to moderation forms the basis for discussion and collaboration during professional development sessions exclusive to the IB staff. In those subject areas where there are multiple courses taught (Group 2, 3, and 4), teachers work together in order to provide consistent marking of assessments, course design and sharing of information with regard to assignments which meet the expectations of the IBDP. Teachers share best practices and student concerns regularly. In addition, IBDP teachers share understanding of curriculum changes which benefit individual subject groups, new teachers and the larger school faculty.

A common understanding of the goals of both formative and summative assessment is achieved through frequent discussion with the teaching staff and emphasis is placed upon the Diploma assessment principles. The IBDP Coordinator actively supports collaboration by providing regular monthly meeting times and professional development during PLCs (Professional Learning Communities schoolwide).

Implementation

The FCLC Assessment Policy, developed and reviewed by the IB teachers, is shared with students, parents and staff and is published on the school website.

