



## Oconomowoc High School IB Assessment Policy

Oconomowoc Area School District

**MISSION:** Empowering a community of learners and leaders.

**VISION:** To be an unrivaled learning community, seeking wisdom, honoring the past, and shaping the future.

### *Non-Negotiable Core Values*

- *All learners will be held to high expectations.*
- *All learners will succeed.*
- *All teachers will collaborate to strengthen each other's effectiveness.*
- *All teachers teach all learners.*
- *All individual learners' needs will be met in the general education environments through flexible learning experiences.*
- *All learners will engage in relevant curriculum that is diverse.*
- *All teachers will design instruction by knowing each individual.*

### **Philosophy**

It is the vision of the Oconomowoc Area School District to become an unrivaled learning community, seeking wisdom, honoring the past, and shaping the future. Assessment is one of many tools we use to support this vision. The primary function of assessment is to inform and improve student learning. Our staff implements assessments that are varied, fair, and reflect the diversity of our student population. Assessment, learning, and teaching are intertwined and interdependent, focused on critical thinking skills, 21st century skills, as well as the knowledge and attitudes that will provide for success within the IB Diploma courses, IB Programmes, in college, and life in a global society.

Learning in the IB Diploma Programme and Career-related Programme is visualized through the larger picture of the IB Learner Profile which aims to develop the characteristics necessary to produce life-long learners who are caring global citizens, good leaders, hard workers and great thinkers. Assessment within the IB courses is designed to support curricular goals and encourage the broad focus of student learning. IB students have varied opportunities to demonstrate their many capabilities and achievements through a wide-range of assessments, such as written assignments, projects, Socratic seminars, debates, scientific investigations, oral presentations, tests, quizzes, art displays, performances, and the Wisconsin Department of Public Instruction State Assessments (ACT with Writing).

### **Assessment Principles:**

- All students can learn
- Assessments of various types determine the effectiveness of teaching
- Assessments can and should take various forms and methods
- Assessments monitor the progress of student learning
- Both students and teachers should be involved in assessment
- Student learning is evaluated using predetermined criterion rather than comparisons to published averages or norms
- Assessment by IB allows administrators, teachers, students, and parents to evaluate their students' progress relative to state, national, and worldwide performance
- Effective assessments provide feedback to teachers, students, and parents in order to improve/revise instruction in the classroom and student study habits
- Assessments should reveal what the student knows and understands

- Assessments should be used to help parents understand and support what is going on in the classroom
- Assessments should allow all stakeholders to see evidence of learning
- Parents and students have access to students' grades using Skyward's Family and Student Access.

## **Assessment Responsibilities**

### Student Responsibilities:

- Complete all formative, summative, standardized, and end of course assessments
- Strive to achieve the attributes of the IB Learner Profile
- Meet deadlines for all IB related course and core work (EE, CAS, RP, SL, LD)
- Develop study skills and time management skills to maximize potential for success
- Assume responsibility for learning by being proactive in seeking help, asking questions, and reflecting on personal strengths and weaknesses
- Understand and adhere to all requirements for academic integrity as outlined in the IB Academic Integrity Policy
- Monitor progress in classes (Skyward) and inquire about ways to improve if needed
- Utilize Pride period for additional help and reassessment opportunities
- Prepare for all forms of assessment and be familiar with the corresponding scoring rubrics
- Be aware of goals and standards for all classwork (syllabus)
- Set goals for their personal growth as lifelong learners

### Parent Responsibilities:

- Monitor student progress weekly using Family Access in Skyward
- Discuss assignments and assessments with student frequently to show support and encouragement
- Contact the classroom teacher if questions or conflicts arise

### Teacher Responsibility:

- Meet deadlines outlined in the OHS IB Assessment Calendar
- Submit appropriate documentation to IB Coordinator/IBIS by the established deadlines
- Maintain communication regarding students progress with IB Coordinator and/or school counselor
- Understand IB course requirements and standards for achievement in their courses and seek out assistance where needed
- Access myIB often to access updated curriculum and assessment guidance
- Refer to IB Student Assessment calendar before scheduling major assessments, projects and/or field trips
- Analyze assessment data and adjust curriculum delivery, as needed
- Provide timely feedback on student assignments and assessments
- Assess students in a variety of formats to ensure mastery of material and preparation for IB assessments
- Assign course work and assessments that align with the IB course objectives
- Use a variety of instructional and assessment strategies to differentiate instruction
- Provide ongoing guidance with regard to academic honesty
- Adhere to inclusive assessment arrangements, when necessary
- Work collaboratively with IB teachers, IB Coordinator, Core Coordinators, Career-related teachers to implement IB Standards and Practices as well as the IB Approaches to Teaching & Learning

### Coordinator/Administration Responsibility:

- Support teachers and students in meeting their goals for the coursework, assessment and completing an IB Programme
- Arrange for required training for teachers
- Inform teachers of IB roundtables and other resources to assist them in assessment development
- Schedule IB teacher collaboration time for teachers to plan and reflect on teaching & assessment strategies
- Cultivate a culture that prioritizes assessment for learning and assessment of learning
- Provide tools and materials to support the assessment goals of the IB programs
- Create teacher and student assessment calendars to ensure all assessment components are submitted according to the IB deadlines
- Provide IB forms and assessment guidance to teachers
- Advocate for the IB Programmes and the building, district and state levels
- Monitor student progress in all core requirements of the IB Programmes
- Arrange for inclusive assessment arrangements when necessary
- Register students for examinations and IB Programme components
- Arrange for and supervise all IB examinations
- Communicate with parents, students and teachers and keep them updated with current IB assessment standards and procedures.

- Work collaboratively with IB teachers, Core Coordinators, and Career-related teachers to implement IB Standards and Practices as well as the IB Approaches to Teaching & Learning

### **OHS Grading Breakdown**

- 70% Summative
  - 20% Formative
  - 10% Final Exam
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### **Edits/Reassessments**

- Students can reassess summative assessments and score up to an 80% so long as all related formative work is completed. If communicated ahead of time, teachers reserve the right to not allow a reassessment if the summative was a project or paper that was developed over time.
  - Students cannot reassess on the final term exam.
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### **Reporting**

- Grades should be synced/updated into Skyward by the teacher at least once a week.
  - Student Services will mail home progress reports to students receiving below 65% at the midpoint of each term.
  - Teachers should request Family Teacher conferences during terms 2 and 4 for students who are struggling academically or behaviorally in a specific class.
  - Students cannot pass a class if there is a missing summative assessment. This includes the final exam. If a summative assessment is missing when grades are due, the student will be given an Incomplete. The Incomplete will turn to an F after 2-weeks.
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### **Other Norms and Expectations**

- Teachers do not give extra credit or bonus points.
- Work is accepted late, but the student loses 10% for each day the assignment is late.
- Teachers must Report plagiarism or Academic Integrity Violation to your Department Chair.
- Teachers update grades (sync from Canvas) in skyward at least once a week.
- If an assignment is missing, teachers must ensure the missing box in skyward is checked.

### **Assessment Types**

#### Formative Assessments

Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning. Teachers use the results from these assessments to provide feedback and to adjust instruction to enhance learning and achievement. Formative assessments can include but are not limited to daily homework, quizzes and verbal questioning. The tasks and content of the formative assessments reflect the tasks and content of the IB assessments. IB teachers incorporate past IB exam questions, IB Questionbanks, IB command terms and the IB Approaches to Teaching and Learning in the construction of the formative assessments. At OHS, 20% of a student's course grade reported on a transcript is based on formative assessments.

#### Summative Assessments

Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material. They measure achievement based on established criteria and are usually given at the end of a teaching unit, concept or course. Summative assessments can include but are not limited to presentations, projects, portfolios, and paper tests. IB teachers incorporate past IB exam questions, IB Questionbanks, IB command terms and the IB Approaches to Teaching and Learning in the construction of the summative assessments. At OHS, 80% of a student's grade reported on a transcript is based on summative assessments, 10% of which is the final exam for the course .

## **IB Internal and External Assessments**

IB courses have formal summative assessments which help to determine the final score for the course and qualification for the IB Diploma or Career-related Programme. These scores are reported by IB in July following the completion of the course. All IB courses have required internal assessments which are evaluated by the teacher and then externally moderated by IB examiners. These tasks are prescribed to varying degrees, giving the student some choice in subject and treatment but not in scope. Internal assessments contribute to 20%-30% of the final score awarded by IB.

External summative assessments, which are marked and scored by external IB examiners, are required for each subject. These external assessments provide a greater degree of structure and reliability for each subject because of standardized examination environment and external marking and review by IB examiners. The nature of the external assessment formats and questions vary from subject to subject and contribute 70%-80% of the final score awarded by IB.

These summative internal and external assessments are the means by which students will be evaluated for the IB courses and Programmes. In order to help students improve their understanding of what constitutes excellent performance, IB teachers design and provide a variety of formative and summative assessments which enable students to develop the various required knowledge and skills. IB teachers also provide timely and constructive feedback to help students self-assess where their individual work stands in relation to established IB assessment criteria. Reflection is a key component for improving students' judgment of their own strengths and weaknesses and helping them develop strategies to improve.

## **Overview of the internal (IA) and external assessments required for IB courses and Programmes at OHS**

### **Language A English Literature HL**

- Individual Oral IA 20%
- Higher Level (HL) Essay 20%
- Examination Paper 1 35%
- Examination Paper 2 25%

### **Language B Chinese, French, German and Spanish SL/HL**

- Individual Oral IA 25%
- Examination Paper 1 25%
- Examination Paper 2 50% (Listening 25%, Reading 25%)

### **History HL**

- Historical Investigation IA 20%
- Examination Paper 1 20%
- Examination Paper 2 25%
- Examination Paper 3 35%

### **Economics SL**

- Portfolio IA 30%
- Examination Paper 1 30%
- Examination Paper 2 40%

### **Economics HL**

- Portfolio IA 20%
- Examination Paper 1 20%
- Examination Paper 2 30%
- Examination Paper 3 30%

### Physics SL

- Investigation IA 20%
- Group 4 Project - required
- Examination Paper 1 40%
- Examination Paper 2 20%
- Examination Paper 3 20%

### Biology and Chemistry HL

- Investigation IA 20%
- Group 4 Project - required
- Examination Paper 1 20%
- Examination Paper 2 36%
- Examination Paper 3 24%

### Math AA SL

- Mathematical Exploration IA 20%
- Examination Paper 1 40%
- Examination Paper 2 40%

### Music SL

- Experimenting with Music IA 30%
- Exploring Music in Context 30%
- Presenting Music 40%

### Theatre SL

- Research Presentation 30%
- Director's Notebook 35%
- Collaborative Project IA 35%

### IB Diploma Programme Core Work

- CAS Portfolio
- Extended Essay

### Theory of Knowledge

- ToK Exhibition IA 33%
- ToK Prescribed Title Essay 67%

### The IB Diploma Programme

Requirements	Criteria
6 IB Courses and associated internal and external examinations 2-3 SL IB Courses 3-4 HL IB courses	IB Courses are scored on a scale of 1-7 Minimum score of 24 points overall (6x4 = 24)
Theory of Knowledge (ToK)	Tok Prescribed Title Essay & Tok Presentation IB awards Grades A - E
Extended Essay (EE)	4000 word independent research essay 3 required reflection interviews IB awards Grades A - E
Creativity, Activity, Service (CAS)	18 months of documented experiences that meet established outcomes 3 required reflection interviews

Students who receive higher grades (A-C) for ToK and the EE may earn additional points (1-3) toward their final IB score total. If a student earns less than 24 points, receives a score of 1 on any HL subject, receives two or more scores of 2 in any subject or level, they cannot earn the IB diploma.

### The IB Career-related Programme

Requirements	Criteria
2 IB Courses and associated internal and external examinations	IB Courses are scored on a scale of 1-7 Minimum score of 3 must be earned for each IB course
Career- related Study <ul style="list-style-type: none"> <li>● PLTW Engineering</li> <li>● PLTW Biomedical Sciences</li> <li>● High School of Business</li> <li>● Computer Science</li> </ul>	A series of career-related courses that make-up a significant part of a student’s final 2 years of high school
Reflective Project	Independent research project 3 required reflection interviews IB awards Grades A - E
Language Development	portfolio of experiences that demonstrate established learning outcomes and approximately 50 hours of second language development
Service Learning	18 months of documented experiences that meet established outcomes 3 required reflection interviews

Final IB scores (1- 7) are recorded separately from OHS IB course grades on an IB score report. The IBO awards the scores based on the combined scores of the internal and external assessment using established IB criteria. The IB score reports are available in July, following the completion of the assessments. Seniors may request to have their IB score reports sent to their chosen college/university. Most colleges award advanced standing and/or college credit for IB scores of 4 or higher. More selective schools will look for scores of 5 and may only award credit for higher-level (HL) courses. Some colleges will award additional credit and/or scholarships for students who earn the IB Diploma or IB Career-related Programme Award.

### OHS use of IB Programme Assessment Criteria

**IB DP Courses:** IB Teachers provide students with the IB assessment criteria associated with their course. Whenever possible, teachers provide feedback to students with reference to the IB assessment criteria. Teachers also refer to past assessment feedback, subject reports and specimen papers to ensure accurate understanding of the IB assessment criteria. Throughout the DP course delivery, students are provided with practice (formative) activities that mirror the IB assessments and align with the IB assessment criteria.

**DP Creativity, Activity and Service:** The CAS Coordinator provides each student with access to the CAS learning objectives. Each student’s progress toward meeting the objectives is reviewed continuously throughout the two-year program.

**DP Extended Essay:** The Extended Essay coordinator provides each student and supervisor with access to the EE assessment criteria, as well as the most recent EE subject reports. The assessment criteria are reviewed continuously throughout the EE writing and research process.

CP Service-Learning: The Service-learning Coordinator provides each student with access to the service-learning objectives. Each student's progress toward meeting the objectives is reviewed continuously throughout the two-year program.

CP Language Development: The CP Coordinator provides each student with access to the language development learning objectives. Each student's progress toward meeting the objectives is reviewed continuously throughout the two-year program.

CP Reflective Project: The CP Coordinator provides each student and supervisor with access to the Reflective Project assessment criteria. The assessment criteria are reviewed continuously throughout the RP writing and research process.

### **Procedures for Planning inclusive access arrangements during the course of study**

- At the beginning of each academic term, teachers are made aware of their students with
  - 504 plans
  - Individual Education Plans(IEP)
  - health care plans
  - limited English proficiency (ELL).
- Teachers review these plans and provide the access arrangements/accommodations as outlined in the plans. This includes all classroom work, formative and summative assessments that are part of everyday learning and teaching.
- 504s and IEPs are updated annually with representation from the student, the student's parents/guardians, the learning strategist, one or more of the student's classroom teachers and the student's counselor.

### **Procedures for Requesting access/accommodations for IB examinations**

1. Each fall, the IB Coordinator requests a data report that identifies all students enrolled in an IB course who also have an identified special need (504, IEP, ELL, or Health condition) that may require assessment accommodations.
2. The IB coordinator collaborates with parents, learning strategists, school psychologists and school health professionals to verify the necessary assessment arrangements and collect supporting documentation, including consent from the student's parents/guardians to submit the request.
3. The IB coordinator submits a request for inclusive assessment arrangements to the IBO through IBIS.
4. After receiving approval for the inclusive assessment arrangements, the IB coordinator adjusts the assessment calendar and invigilator roles as necessary.
5. The IB Coordinator meets with each student individually to explain his or her individual assessment access arrangements.

### **General OHS Grading Policies and Procedures**

All assessment practices at Oconomowoc High School align with the policies set forth by the Oconomowoc Area School District Board of Education.

Including: Policy 345.5 EVALUATING AND REPORTING OF STUDENT PROGRESS

Policy 345.3 HOMEWORK

### **Grade Reporting and Reporting Schedule**

Teachers maintain assessment records using Skyward School Management System. Parents, students, counselors, administrators and the IB Coordinator can access these records and other student information at anytime. Students and parents are encouraged to contact their teachers with questions or concerns related to student progress. Additionally, dedicated parent/teacher conferences are held four times per school year.

Oconomowoc High School course grades are based 20% on formative work and 80% on summative work.

OHS students receive a report card at the end of each term and semester. Grade and credit is awarded according to the following schedule:

- Block Courses: at the end of each term  
 Term block classes earn .5 credit  
 Semester block classes earn 1.0 credit  
 Year-long block classes earn 2.0 credits
- Skinny Courses: at the end of each semester  
 Semester skinny courses earn .5 credit  
 Year –long skinny courses earn 1.0 credit

OHS Grading Scale	
Grade	% Value
A+	98 - 100
A	93.0 –97.99
A-	90.0 –92.99
B+	87.0 –89.99
B	83.0 –86.99
B-	80.0 –82.99
C+	77.0 –79.99
C	73.0 –76.99
C-	70.0 –72.99
D+	67.0 –69.99
D	63.0 –66.99
D-	60.0 –62.99
F	59.99

**Grade Point Values**

Grade Point Values			
Grade	Weighted	Non-Weighted	
A+	5.3	4.3	
A	5	4	
A-	4.7	3.7	
B+	4.3	3.3	
B	4	3	
B-	3.7	2.7	
C+	3.3	2.3	
C	3	2	
C-	2.7	1.7	
D+	2.3	1.3	
D	2	1	
D-	1.7	0.7	
F	0	0	

**Instructional Levels**

Courses at OHS are classified Standard, ACC, AP, IB or TC. Standard Courses and ACC courses are not weighted. AP, IB and TC courses have weighted grade point values (see 5.3 scale) and carry an additional point of value for each credit earned.

**Oconomowoc High School Work Completion Expectations**

**Purpose:** Learning is a once in a lifetime opportunity every day. OHS encourages students to adopt a growth mindset and is committed to helping all learners succeed. The purpose of re-assessment is to demonstrate proficiency if proficiency has not been demonstrated the first time.

**Expectations:**

1. Students are expected to turn in their work by the due date.
2. The primary importance of grading is to report the academic achievement of all students and receive feedback from the teacher.
3. Work that is submitted by a due date established by a teacher will be eligible to earn up to full credit (100%).
4. Grading policy for late work will be communicated by the teacher for each class in their syllabus.
5. Students will be responsible for following the absent and late policy outlined in this document.
6. Students must complete all summative assessments in order to pass and earn credit in the course.

**Absent Policy**

Step 1	Step 2	Step 3
Student is absent	Arrangements must be made with their teacher to schedule a make-up time on the day they return to school.	A teacher can require a student to attend Pride Period to make up any missed work or assessments.

**Absent Student Responsibility**

1. Ask their teacher on the day they return from an excused absence what work was missed and needs to be made up.



2. Ask their teacher what the due date is for make-up work and form a plan to complete the work by this deadline.
3. Make sure that the work is completed and handed in to their teacher by the established deadline.
4. Keep a record of the work that was submitted and when it was submitted.

**Student Expectations for Turning Work In On Time**

1. Students are expected to complete and turn in all work and assessments by the established deadline.
2. Any summative or formative assessments received after the due date are subject to a 10% reduction for every day they are turned in late.
3. Any late formative work will result in a zero on the due date recorded in the gradebook. This work may be made up before the summative assessment is begun.

**Reassessments**

Step 1	Step 2	Step 3	Step 4
<p>A student that has earned lower than 80% on an assessment and has completed the assessment on time are eligible for reassessment.</p> <p>Students are responsible for discussing with their teacher a plan and timeline for reassessment.</p>	<p>All formative work must be completed before reassessment.</p>	<p>Reassessment needs to occur by the deadline established by the teacher and may not extend beyond the current term.</p>	<p>When a reassessment is taken, the more recent level of performance will be accepted up to a maximum of 80%.</p>

**IB Policy Distribution & Review**

- All OHS IB policies will be posted on the OHS website in a downloadable, printable format.
- All OHS IB policies will be reviewed as needed during IB collaboration meetings. Policies will be reviewed by a team of IB educators, the IB coordinator, Director of Curriculum and Instruction and the Head of School.

**References**

[OHS Student Handbook](#)

[Assessment principles and practices—Quality assessments in a digital age](#)