Assessment Policy

International Baccalaureate Diploma Programme
Washington-Liberty High School
Last Revised February 2023

Introduction and Purpose

The purpose of this document is to
- Articulate Washington-Liberty High School's beliefs about assessment and instruction.
- Explain the purpose of assessment, including the use of formative and summative assessments.
- Describe who is assessed.
- Describe how Washington-Liberty High School communicates and reports results.
- Provide examples of various state required assessments, system-wide required assessments, classroom assessments, and IB programme internal and external assessments

This document draws its authority from the *Arlington Public Schools Comprehensive Inventory* (2012), *IBO Handbook of Procedures for the Diploma Program* (2012), *Programme Standards and Practices* (2005), *Candidates with Special Assessment Needs* (2009), *The Diploma Program: A Basis for Practice* (2009), *The Diploma Program: From Principles to Practice* (2009), *Diploma Programme: From Principles to Practice* (2015)*, Approaches to Teaching and Learning* (2015)and the IB Program Resource Center online publications and resources. It was created in collaboration by teachers and administrators.

Assessment Policy Review
This policy is reviewed regularly by the IB Coordinator, one teacher from each DP group (1-6), Assistant Principal, and the Instructional Lead Teacher. It is the responsibility of the IB Coordinator to ensure the success of the assessment policy review. This policy can be downloaded electronically on the WLHS IB website.
Date of most recent review: February 2023

The assessment policy:

- ☐ clearly states the school's philosophy of assessment that supports student learning
- ☐ is aligned with the IB philosophy concerning learning and assessment
- ☐ describes the rights and responsibilities of all members of the school community
- ☐ states what constitutes effective assessment practice
- ☐ includes evidence of a review process such as the date of the most recent review.

For MYP, DP and CP:
- ☐ Details of common practices for recording and reporting student achievement.
- ☐ Implementation of formative and summative assessment consistent with IB expectations.
- ☐ Details of common practices for using the programme assessment criteria and determining achievement levels.
- ☐ For schools with local/state/national requirements, an explanation of the relationship of IB assessment principles and practices with required systems for grading and reporting.

For DP and CP, the policy must additionally include:
- ☐ internal moderation/quality checks to ensure that internally marked coursework is at the standard defined by the IB and that students get a true reflection of the marks they will receive
- ☐ practices for internal standardizing of assessment.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers   They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers   They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled   They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring   They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers   They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced   They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective   They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Program Philosophy

Washington-Liberty High School (WLHS) serves the citizens of Arlington, Virginia's geographically smallest county, located across the Potomac River from the District of Columbia. We educate one of the nation's most diverse and sophisticated student populations – students come from 71 countries and speak 45 different languages. We serve students with a range of programs designed to meet individual needs. Our mission is to prepare and to support all students to strive for the best, to become life-long learners, and to become successful, active members of the global community.

Assessment is an important part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, collaboration, and self-reflection. WLHS believes that learning can be assessed through a variety of assessments. Assessments are designed to evaluate learned material. The measurement of student learning is based on the belief that assessment should be varied and purposeful. Therefore, we assess students in two ways: through formative assessment and through summative assessment. Formative assessment "is about assessment for learning, rather than simply assessment of learning" while summative assessments are generally more formal by nature and measure end results.

What WLHS Believes About Learning and Assessment

- Assessment is an integral component of the instructional program related to goals, objectives, and standards.
- Assessment should promote good instructional practice.
- Assessment should be a regular part of classroom instruction.
- Assessment is ongoing over time to provide continuous feedback to improve learning.
- Assessment is integrated with instruction.
- Teachers have the central role in using assessment to support continuous learning and to evaluate student achievement.
- Instructional plans should be designed to address long- and short-range goals and objectives and should include assessment of them.
- Students should have the opportunity to learn the skills and content on which they are assessed.
- Classroom assessment should provide students with experiences and skills needed to demonstrate their achievement on standardized tests.
- Student achievement should be assessed by schools and teachers using sound assessments in a fair and comparable manner.
- No single piece of assessment information should be sufficient evidence of a student's level of performance on APS or IB academic standards.
- A variety of assessment tools should be used, including multiple choice, short answer, and essay tests; performance assessment using written products, visual products, oral presentations, and portfolios that reflect a collection of student work over a period of time.
- A variety of people should assess student performance, including teachers, peers, and the student him or herself

What constitutes good assessment practices?

- Assessment can address the full range of WLHS's academic goals.
- Assessment can promote student self-assessment.
- Assessment can promote continuous progress of developing skills.
- Assessment communicates to students, parents, staff, and the community what is valued in curriculum and student learning.
- Results can be used to evaluate, improve, and strengthen programs.
- Results can be used to identify areas of need so that resources can be targeted appropriately for individual students, for programs, and for schools.
- Assessment information used in instructional planning provides a basis for refining instructional practice.

What are the rights and responsibilities of all members of the school community?

- All students should participate in assessment activities.
- All students with disabilities have the right to participate in assessment programs. Decisions about participation are made by the student's Individualized Education Program (IEP) committee, which includes parents. Accommodations provided for assessment should reflect accommodations used in the student's instructional program.
- ESOL/HILT students should participate appropriately in assessment. Interpretation of their results should take into account the language proficiency and cultural background of the students and the impact these would have on their ability to understand the task and to demonstrate their achievement. Accommodations provided for assessment should reflect accommodations used in the student's instructional program and other approved accommodations.
- All IB teachers should use IB grade descriptors to determine accurate predicted grades for students.
- All IB teachers should utilize IB criterion to drive instruction through the IA process and to determine a final score with reliability.
- Communication with families follows Arlington Public Schools' policy. (see below)

Communicating and Reporting Results

It is the responsibility of the school to furnish parent(s) full and complete information about the development and progress of their child. When this responsibility is successfully discharged, parents become well informed regarding the school program, support school activities, and cooperate with the teachers in the business of helping children grow and develop. Informing and involving parents/guardians concerning student progress is an ongoing process that can be accomplished in various ways.

- Assessment results should provide useable information.
- Assessment results should be communicated regularly and clearly to students, parents, and staff in order to promote understanding of a student's achievement.
- Results for individual students and for groups of students need to be communicated meaningfully to students, staff, parents, and the community.
- Online grading management system, report cards, portfolios, daily classwork, conferences, Back-to-School nights, and other opportunities are used in providing information to students, parents, and staff.
- Results need to be communicated in a timely fashion to influence instruction.

Report Cards (Grades 9-12)

Report cards will be issued four times a year on a nine-week basis. Report cards will be mailed to students' homes for the final reporting period.

An **interim** progress report will be issued to all students in the middle of each grading period at approximately four and one-half weeks. Individual schools are required to use the county progress report form. Progress reports are required for all courses every grading period.

An **advisory** report form, used to indicate unsatisfactory performance, failing, or work below the ability level of the pupil, may be sent to parents between interims and report cards.

Teachers are responsible for electronically filing and archiving their gradebook with their administrator by the last work day according to the electronic gradebook procedures. Teachers may exempt students from their final examination if they have a final grade of "A" in the course. The marking system will be based on letter grades with the following explanation of each grade:

A   Excellent Achievement
"A" means academic performance that

- Demonstrates thorough understanding of course content
- Demonstrates significant growth in subject area
- Consistently surpasses course expectations

B   Above Average Achievement
"B" means academic performance that

- Demonstrates good understanding of course content
- Demonstrates noticeable growth in subject area
- Often surpasses course expectations

C   Average Achievement
"C" means academic performance that

- Demonstrates acceptable command of course content
- Demonstrates some growth in subject area
- Meets minimum course expectations

D   Below Average Achievement--Passing
"D" means academic performance that

- Demonstrates partial command of course content
- Demonstrates marginal growth in subject area
- Meet some, not all, course expectations

E   Failure--Unacceptable Achievement
"E" means academic performance that

- Demonstrates minimal understanding of course content
- Demonstrates inadequate growth in subject area
- Does not meet course expectations

I   Incomplete

"I" means that due to unusual circumstances, such as illness, assignments have not been completed and given to the teacher. Assignments must be completed within a three-week time period specified by the teacher.

In addition to achievement, work habits as noted in the report card comments will be evaluated for each course using the following symbols.

S - Surpasses Expectations
M - Meets Expectations
A - Approaching Expectations
N - Needs Improvement

Grading Scale at Washington-Liberty High School (and Arlington Public Schools)

GRADING SCALE			
Letter grade	**Percentages**	**Quality Points**	**IB & AP Quality Points**
A	90-100	4.0	5.0
B+	87-89	3.5	4.5
B	80-86	3.0	4.0
C+	77-79	2.5	3.5
C	70-76	2.0	3.0
D+	67-69	1.5	2.5
D	60-66	1.0	2.0
E	0-59	0.0	0.0

Types of Assessments
The following sections describe the various assessments given at

WLHS. State Required Assessments

- Standards of Learning (SOL) Assessments
- Stanford English Language Proficiency (SELP)
- WIDA
- WISE
- SOL Health-Related Fitness Tests

APS Required Assessments
- Algebra Assessment
- Modern Foreign Language End of Year Writing Assessments
- Advanced Placement Exams
- National Latin Exam
- PSAT
- SAT
- SAT Subject Tests
- ACT
- International Baccalaureate Assessment (internally and externally assessed)

Classroom Assessments
- Critique
- Discussion
- Graphic Organizer
- Lab Report
- Observations of Behavior
- Peer Collaboration
- Portfolio and Project
- Questioning
- Rubric
- Student Self-Assessment
- Homework*

 *Homework is defined as "academic activities assigned by the teacher to be performed by the student by a certain date, without the direct supervision of the teacher, and assessed by the teacher after it is performed." Guidelines for assigning homework are as follows:
  o Teachers should communicate their practices concerning assignments and checking of homework to the students and parents early in the school year.
  o Homework should be assigned on a regular basis and be directly related to instructional objectives. Homework should not be assigned as punishment.
  o Homework assignments should be clearly defined, and teachers should verify student understanding of homework.
  o Homework should be appropriate for the age and stage of development of the student to whom it is assigned.
  o Homework should be task-oriented. The amount of time required to complete the assigned tasks will vary among students.
  o Students should have been taught the skills necessary to complete the homework assignment.
  o Completion of homework assignments should be verified by the teacher and returned to the student.
  o Mistakes made by the student in homework assignments should be identified for correction.
  o Teachers should be encouraged to coordinate homework assignments.

Awarding of the IB Diploma

Diploma candidates add their points from the six subjects together with any additional points obtained from the Extended Essay and Theory of Knowledge.

- Students need a minimum of 24 points to obtain a diploma.
- CAS requirements must be met.
- The Extended Essay and Theory of Knowledge are jointly graded with a maximum of 3 points (see points matrix below – right image), plus CAS completion.
- No "N" awarded for TOK, EE, or a contributing subject.
- No grade E awarded for TOK and/or the EE.
- No grade 1 awarded in a subject/level.
- No more than two grades of 2 awarded (HL or SL).
- No more than three grades of 3 or below awarded (HL or SL).
- Candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- Candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- Candidate has not received a penalty for academic misconduct.

A score of 30 or above is considered to be good. Scores of 35 or higher are excellent. A perfect diploma score is 45 points. All IB diploma subjects are graded according to the scale pictured below (left image). For additional information regarding the awarding of the diploma or assessment procedures, please consult the IB General regulations: Diploma Programme.

IB Band Descriptors

Diploma grade	Description
7	**Excellent**
6	**Very Good**
5	**Good**
4	**Satisfactory**
3	**Weak**
2	**Poor**
1	**Very Poor**

IB Diploma Points Matrix
TOK & EE scoring and points

		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

WLHS IB Assessment Policy - IB Diploma Programme: External and Internal Assessments

<u>Group 1 – Studies in Language and Literature</u>

Language A: English Literature HL
- External Assessments:
    - o Written Examination, Papers 1 and 2
    - o Written Assignment
- Internal Assessments:
    - o Individual Oral Commentary

Language A: English Language and Literature SL
- External Assessments:
    - o Written Examination, Papers 1 and 2
- Internal Assessments:
    - o Individual Oral Commentary

Language A: Spanish Language and Literature HL
- External Assessments:
    - o Written Examination, Papers 1 and 2
    - o Written Tasks
- Internal Assessment:
    - o Individual Oral Commentary
    - o Further Oral Activity (Oral Presentation)

<u>Group 2 – Language Acquisition</u>

Language B HL or SL: Chinese Mandarin SL, French HL/SL or Spanish HL/SL
- External Assessments:
    - o Written Examination, Papers 1 and 2
- Internal Assessment:
    - o Individual Oral

Language AB SL (ab initio): Arabic, Chinese Mandarin, French or Spanish
- External Assessments:
    - o Written Examination, Papers 1 and 2
- Internal Assessment:
    - o Individual Oral

Classical Languages: Latin HL/SL
- External Assessments:
    - o Written Examination, Papers 1 and 2
- Internal Assessment:
    - o In-depth individual study

<u>Group 3 – Individuals and Societies</u>

Business Management SL
- External Assessments, Papers 1 and 2
- Internal Assessment:
  - Written - Commentary of 1500 words

Economics SL
- External Assessments:
  - Written Examination, Papers 1 and 2
- Internal Assessment:
  - Portfolio of three commentaries – 800 words each

Geography SL
- External Assessments:
  - Written Examination, Papers 1 and 2
- Internal Assessment:
  - Fieldwork written report of 2500 words

History of the Americas/Topics HL
- External Assessments:
  - Written Examination, Papers 1, 2 and 3
- Internal Assessment:
  - Historical investigation of 1700-2200 words

Digital Society SL
- External Assessments:
  - Written Examination, Papers 1 and 2
- Internal Assessment:
  - Inquiry Project

Philosophy SL
- External Assessments:
  - Written Examination, Papers 1 and 2
- Internal Assessment:
  - Philosophical analysis of non-philosophical material of 1600-2000 words

Psychology HL & SL
- External Assessments:
  - Written Examination:
    - Papers 1 and 2
    - Paper 3 (HL only)
- Internal Assessment:
  - Experimental study of 1500-2200 words

Social and Cultural Anthropology HL & SL
- External Assessments:
  - Written Examination, Papers 1 and 2
- Internal Assessment:
  - Field work including observation, data collection, critical reflection, and research report and reflection (HL only)

<u>Group 4 - Sciences</u>

Biology HL/SL, Chemistry HL, Physics SL
- External Assessments:
  - Written Examination, Papers 1, 2 and 3
- Internal Assessments:
  - Group 4 Project
  - Individual Investigation

Computer Science HL
- External Assessments:
  - Written Examination, Papers 1, 2 and 3
- Internal Assessment:
  - Group 4 Project
  - Written commentary – development of computational solution

Design Technology SL
- External Assessments:
  - Written Examination, Papers 1 and 2
- Internal Assessment:
  - Group 4 Project
  - Individual design project

Environmental Systems and Societies SL
- External Assessments:
  - Written Examination, Papers 1 and 2
- Internal Assessment:
  - Individual investigation

Sports, Exercise and Health Science SL
- External Assessments:
  - Written Examination, Papers 1, 2 and 3
- Internal Assessment:
  - Group 4 Project
  - Individual Investigation

Group 5 – Mathematics

Math Applications & Interpretation SL
- External Assessments:
    - Written Examination, Papers 1 and 2
- Internal Assessment:
    - Exploration

Mathematics Analysis & Approaches HL and SL
- External Assessments:
    - Written Examination:
        - Papers 1 and 2 SL
        - Papers 1, 2 and 3 HL
- Internal Assessment:
    - Math Exploration

WLHS IB Assessment Policy - IB Diploma Programme: External and Internal Assessments

<u>Group 6 – The Arts</u>

Film HL and SL
- External Assessment:
    - Textual Analysis
    - Comparative Study
- Internal Assessment:
    - Film portfolio
    - Film reel
    - Collaborative film project and production portfolio (HL only)

Music SL
- External Assessment:
    - Listening Paper
    - Musical Links Investigation
- Internal Assessment:
    - Creating or Performing

Theater Arts HL and SL
- External Assessments:
    - Collaborative Project
    - Research Presentation
    - Solo Theater Piece (HL only)
- Internal Assessments
    - Project Proposal

Visual Arts HL and SL
- External Assessments:
    - Comparative Study
    - Process Portfolio
- Internal Assessment:
    - Exhibition

<u>The Core</u>

Theory of Knowledge
- External Assessment:
    - Prescribed Essay
- Internal Assessment:
    - Exhibition

Extended Essay
- External Assessment
    - In-depth Essay of approximately 3,800-4,000 words

WLHS IB Assessment Policy - Calendar of Major IB Programme Deadlines at WLHS

(Subject to change. Please check the website for the most updated information.)

Course	Level	Year	ASSESSMENT	Due date	End Date
Design Technology	SL	Year 2	Design project (IA)	9/12/2022	
Visual Arts	HL	Year 2	Comparative study (external assessment)	10/7/2022	
Visual Arts	SL	One-year course	Comparative study (external assessment)	10/7/2022	
Social Anthropology	HL	Year 2	Project (IA)	10/17/2022	
Psychology	HL	Year 2	Experimental study report (IA)	10/21/2022	
Design Technology	SL	Year 2	Design project (IA)	10/27/2022	
Theater Arts	SL	One-year course	Research presentation (external assessment)	11/4/2022	
Extended Essay	EE	Year 2	Final EE	11/16/2022	
Spanish A Language & Literature	HL	Year 2	Essay (external assessment)	12/2/2022	
Spanish B	HL	Year 2	Oral (languages) (IA)	12/5/2022	12/9/2022
Theory of knowledge	TOK	Year 2 (Class 2023)	Exhibition (IA) - 6pm	12/5/2022	
Film	HL & SL	Year 2	Film Reel (IA), Portfolio (IA)	12/9/2022	
Latin	HL & SL	Year 2	Research dossier (IA)	12/9/2022	
Design Technology	SL	Year 2	Design project (IA)	12/15/2022	
Economics	SL	One-year course	Portfolio (IA)	12/15/2022	
Chinese - Mandarin	SL	Year 2	Oral (languages) (IA)	1/9/2023	1/10/2023
English Literature	HL	Year 2	Individual Oral Commentary/Dialogue (IOCD) (IA)	1/11/2023	1/27/2023
Theater Arts	SL	One-year course	Collaborative project (IA)	1/12/2023	
Film	HL & SL	Year 2	Textual analysis (external assessment)	1/13/2023	
French	HL & SL	Year 2	Oral presentation (IA)	2/1/2023	2/6/2023
Biology	SL	Year 1	Individual investigation (IA)	2/2/2023	
Design Technology	SL	Year 2	Design project (IA)	2/2/2023	
Math A&I (Applications)	SL	One-year course	Mathematical exploration (IA)	2/6/2023	
Chemistry	HL	Year 2	Experimental study report (IA)	2/6/2023	
Theory of knowledge	SL	Year 2	Essay (external assessment)	2/8/2023	
Arabic	Ab initio	Year 2	Oral (languages) (IA)	2/10/2023	

WLHS IB Assessment Policy - Calendar of Major IB Programme Deadlines at WLHS

Course	Level	Year	ASSESSMENT	Due date	End Date
Spanish B	SL & ab initio	Year 2	Oral (languages) (IA)	2/13/2023	2/17/2023
Spanish A Language & Literature	HL	Year 2	Individual Oral Commentary/Dialogue (IOCD) (IA)	2/13/2023	2/15/2023
Physics	SL	Year 2	Individual investigation (IA)	2/15/2023	
Math A&A	HL	Year 2	Mathematical exploration (IA)	2/16/2023	
Psychology	SL	Year 1	Experimental study report (IA)	2/22/2023	
Economics	SL	One-year course	Portfolio (IA)	2/23/2023	
Theater Arts	SL	One-year course	Director's notebook (external assessment)	2/24/2023	
Visual Arts	HL & SL	Year 2	Process portfolio (external assessment)	2/27/2023	
CAS	CAS	Year 2	CAS documentation	2/28/2023	
Design Technology	SL	Year 2	Design project (IA)	3/1/2023	
Computer Science	HL	Year 2	Solution (IA)	3/3/2023	
History/Topics	HL	Year 2	Mock exam	3/3/2023	3/4/2023
Biology	HL	Year 2	Individual investigation (IA) (Only students new to WL only)	3/6/2023	
Business	SL	One-year course	Research project (IA)	3/8/2023	
Philosophy	SL	One-year course	Philosophical Analysis (IA)	3/8/2023	
Sports, Exercise and Health Science	SL	Year 2	Individual investigation (IA)	3/16/2023	
Geography	SL	One-year course	Field work (IA)	3/20/2023	
Visual Arts	HL & SL	Year 2	Exhibition (IA)	3/20/2023	
CAS	CAS	Year 2	CAS demonstration	3/20/2023	
Economics	SL	One-year course	Portfolio (IA)	3/23/2023	
Theory of knowledge	TOK	One-year course (2023)	Exhibition (IA)	3/23/2023	
Geography	SL	One-year course	Field work (IA)	3/26/2023	
Social Anthropology	SL	One-year course	Project (IA)	3/27/2023	
Environmental Systems	SL	One-year course	Project (IA)	3/28/2023	

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Course	Level	Year	ASSESSMENT	Due date	End Date
Film	HL & SL	Year 2	Comparative study (external assessment)	3/31/2023	
English Language & Literature	SL	Year 1	Individual Oral Commentary/Dialogue (IOCD) (IA)	4/13/2023	4/18/2023
Film	HL	Year 2	Collaborative film project (IA), Film portfolio (external assessment)	4/14/2023	
Theory of knowledge	TOK	Year 1 (Class 2024)	Exhibition (IA)	5/10/2023	
History/Topics	HL	Year 1	Written report (IA)	5/26/2023	
Math A&A	SL	Year 1	Mathematical exploration (IA)	5/31/2023	
English Literature	HL	Year 1	Written assignment (external assessment)	6/5/2023	

Assessment Policy Review

This policy is reviewed regularly by the IB Coordinator, one teacher from each DP group (1-6), Assistant Principal, and the Instructional Lead Teacher. It is the responsibility of the IB Coordinator to ensure the success of the assessment policy review. This policy can be downloaded electronically on the WLHS IB website.
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