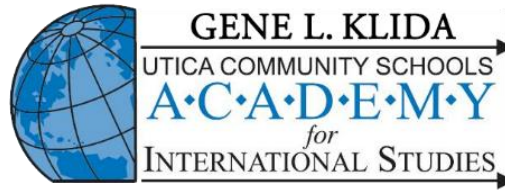


Assessment Policy

International Baccalaureate Diploma Programme

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*This policy was created in 2015 by the Utica Academy for International Studies
IB Assessment Committee. The following staff members comprise the current IB Assessment
Committee that reviewed and revised the policy in 2021*

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<i>Bryan Battaglia</i>	<i>Teacher, Experimental Science</i>
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<i>Tiffany McNair</i>	<i>Teacher, Mathematics</i>
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UAIS Philosophy and Principles

Purpose of Assessment

The single most important aim of assessment is to support and encourage student learning by gathering and analyzing information and providing timely feedback. It is recognized that assessment also plays a critical role in informing, enhancing, and ultimately improving the teaching process.

The International Baccalaureate (IB) programme at the Utica Academy for International Studies (UAIS) views the purposes of assessment as:

- Supporting and encouraging effective teaching and learning.
- Reflecting intercultural dimensions of the program.
- Determining the learners' levels of understanding, using both formative and summative assessments.
- Meeting the needs of students at particular stages of development.

Types of Assessment

Formative assessment represents the process of gathering, analyzing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. Formative assessments are conducted at a minimum of once a week in all subjects.

Examples of formative assessments

- Observation- This assessment involves the ongoing process of monitoring students from many different perspectives (close-up, participant, non-participant etc.) as they work on specific skills.
- Discussion- This assessment involves student-to-student monitoring, immediate instructor feedback and guidance, and real-world application of content.
- Quizzes- This allows the teacher to ask specific questions with an intended skill in mind and can be used to check understanding during a unit of study.
- Open-ended tasks- In this assessment students are given a prompt from the teacher and asked to provide an original response. This response can take many different forms and is a way to introduce variety into the assessment process.
- Reflection journals- Journals encourage students to practice metacognition, which helps them to see for themselves what they have learned and encourages them to ask higher-order questions about what they know.
- Personal Communication- Gathering information about students through personal interactions.

Summative assessment is concerned with measuring student performance against Diploma Program assessment criteria to judge levels of attainment. Standardized summative assessments are

conducted at the conclusion of each semester, while others are given on a more frequent basis, such as at the end of unit work. Where multiple teachers are teaching a section, collaboration ensures that summative assessments are standardized.

Examples of summative assessments

- Tests/Exams- Tests allow the teacher to check for understanding and knowledge after an entire unit is completed and to see if the pieces of a particular unit were retained over time.
- Selected Response- Method in which students select the correct or best response from a list provided. Formats include multiple choice, true/ false, matching, short answer, and fill in questions.
- Portfolios- This asks students to collect pieces of work over time and present them in a way which displays their mastery of a unit or concept.
- Performance-based- This assessment can take many forms (writing an essay, creating a presentation, giving a speech etc.) and make visible to the teacher what a student has learned over a unit of study. This can also be used in a formative manner.
- Extended Written Response- Requires students to construct a written answer in response to a question or task.

State-Wide and National Assessments. Students at UAIS take a number of state-wide and national assessments that are used to inform teachers and students of individual progress. Individual courses work to prepare students prior to taking these examinations. DP assessments are independent of any national examinations, the examining bodies are separate entities.

- Michigan M-Step Examinations
- PSAT
- SAT
- Various AP Examinations
- International Baccalaureate Examinations
- ACT Work Keys

I. Assessment Practices

- a. **Grading-** Instructors use a variety of grading policies geared to individual course and student needs. Instructors utilize IB rubrics for individual assessments where appropriate. See individual course syllabus for detailed grading policies.
- b. **Recording and reporting**
 - Recording- The recording and reporting of assessments is a transparent and inclusive process where all students understand what is expected of them. UAIS utilizes online gradebooks, student record-keeping, and other methods to continually communicate learning outcomes to students and parents.

- Reporting-
 - Students and parents can continually check grade progress via online gradebooks. Report cards are distributed every 10 weeks and parent-teacher conferences are held bi-annually or upon request.
 - Internal Assessments and Predicted Grades- In accordance with A8.6 and A8.7 in the *IB Handbook of Procedures*, UAIS does not disclose Internal Assessment marks or Predicted Grades to candidates, parents, or guardians.

c. Homework

Homework assignments and how they are assessed are left up to the individual classroom teachers. Homework does form an essential link to understanding and mastery since all formative work is in support of unit summative assessments.

II. Assessment Policy Connections to Other Documentation

- a. **Language policy-** Assessment of students takes into account mother-tongue proficiency. The district offers English as a Second Language (ESL) services to those students who qualify. Most IB Rubrics focus more on application of content knowledge rather than specific semantics or grammar.
- b. **Special Education Needs Policy-** Teachers are aware of students with special needs and will ensure that all classroom assessments will align with Individualized Education Plans (IEP) and Section 504 accommodations. Further, the diploma programme coordinator at UAIS will work with the IBO to provide any necessary and required accommodations on IB Internal and/or External Assessments.
- c. **Academic Honesty Policy-** Authentic assessment requires adherence to the Academic Honesty Policy. Students receive training and guidelines regarding the school's policies to assure that their work is their own. Anti-plagiarism software is made available to all staff members.
- d. **Admissions Policy-**
 - i. An application has been designed specifically for current 8th graders seeking admission to UAIS and other Specialty Programs and is compliant with Board of Education Policy 6275, which can be located at:

<http://www.uticak12.org/uticawebsite/policy/6275policy.asp>
 - ii. The purpose of this policy is to ensure that all students have the opportunity to have equitable access to Specialty Programs through an open and accessible process. The Board of Education is committed to developing, maintaining and supporting Specialty Programs. The District implements Specialty Programs to provide students the opportunity to participate in programs that address their interests and talents and to attend programs with students from diverse backgrounds and experiences. The Board of Education is committed to promoting equity and diversity in Specialty Programs, including the outreach,

admission and selection process, through an alignment with the Excellence, Equity and Access Policy.

- iii. Entrance exam scores are not released to applicants, parents, or guardians.
 - iv. Upon request, applicants, parents, or guardians will be informed of which components of the entrance exam were passed or not passed.
 - v. UAIS staff will not hold meetings to discuss the testing successes or failures of applicants.
 - vi. Upon request, the IB Diploma Programme Coordinator, or designee, will disclose the waiting list location of an applicant to the applicant, parent, or guardian.
 - vii. The opportunity to retest for admission is not permitted.
- e. **Approaches to Teaching and Learning Website-** The development of skills such as thinking skills and communication skills is frequently identified as a crucial element in preparing students effectively for life beyond school. Therefore, UAIS teachers and students will effort to be well-versed in not only developing these skills but including these tenets in unit planning and assessments. The constantly evolving ATL guidelines and tools are available for the necessary review of UAIS teachers and stakeholders at: https://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/index.html

III. Roles and Responsibilities

a. Implementing the policy

The implementation of the Assessment Policy is the responsibility of all teachers and administrators. Professional development of new and veteran teachers will ensure alignment with the UAIS Assessment Policy.

b. Evaluating the policy

Prior to each IBO mandated five-year self-study, the Assessment Policy Committee will gather feedback from all students, teachers, and administrators to weigh the strengths and weaknesses of the current policy.

c. Reviewing the policy

The assessment policy will be reviewed by the Assessment Policy Committee for International Baccalaureate Diploma Program at the end of the spring semester of each school year. Any changes will be finalized and implemented by the end of the first grading period of the following year.

Please find the current Internal Assessment calendars for juniors and seniors on the UAIS Website