

ASSESSMENT POLICY

KINSTON HIGH SCHOOL

INTRODUCTION

Assessment is the measurement of how much and how well students comprehend the material covered in a class, along with the gamut of internalizing strategies that students use to process information, solve a wide variety of problems, and apply those problem-solving strategies. Instructors can use the results of assessments to determine areas where further instruction is required and areas where new approaches to delivering the instruction may be needed to effectively reach the students.

ASSESSMENT PERSPECTIVES

There are many players in the assessment policy of a school. From the perspective of the students, an effective school assessment plan allows them to: (1) Demonstrate a broad range of conceptual understanding and skills; (2) Demonstrate their critical thinking abilities; (3) Utilize a variety of learning styles and intelligences; (4) Participate in self-assessment; (5) Analyze their own learning and perform self-reflection on their strengths and those areas for improvement; and (6) Set goals for their own learning and assume responsibility for their own learning.

From the perspective of parents/guardians, an effective school assessment plan allows them to (1) monitor the progress of their students' learning and see evidence of that progress; and (2) Provide them with opportunities to support both their students' learning and the teachers who deliver the instruction.

From the teacher's perspective, an effective school assessment plan places some requirements and responsibilities on their shoulders. They include: (1) Engage in self-reflection on their own practice; (2) Use assessments to inform and to improve instruction, both formative and summative; (3) Provide for a variety of assessment modalities; (4) Recognize students' different learning styles and develop assessments that utilize these different styles; (5) Recognize students' levels of English language proficiency and take this into consideration when developing assessments; (6) Inform student in advance of the criteria required to produce a quality product, and, where appropriate, the rubric to be used in distinguishing between different levels of performance for that product; (7) Develop an assessment in a context that is meaningful, relevant, and motivating to students; (8) Conduct data analysis on assessment results to identify patterns in student performances, identifying areas of need for additional instruction or focused tutorial areas; (9) Provide clear and timely feedback to the students that shows ways in which the students can improve for future assessments; (10) Conduct assessments in accordance with school, district, state, and IB principles and standards; and (11) Maintain detailed records of each student's assessment progress, often in the form of a portfolio of student work in that subject.

Finally, from the perspective of school administration, an effective school assessment plan requires it to do the following: (1) Support the teachers in maintaining assessment skills and in developing new assessment strategies; (2) Provide teachers with the time needed to effectively

reflect, plan, and collaborate; (3) Provide training on data analysis and how to use the results of such an analysis in planning instruction; (4) Use school assessment and past school achievement results to set school-wide, departmental, and individual teacher goals; and (4) Maintain detailed school assessment records, and use these records to provide parents and students with achievement information in an ongoing, timely manner, in addition to the formal reports that go out at the end of each grading period. (**NOTE:** Many thanks to Scotts Valley High School for many of the components of this section of our policy!)

TYPES OF ASSESSMENTS

At Kinston High School, all teachers use a variety of assessment strategies in their instruction. They may be classified as either formative/benchmark assessments or summative assessments.

Formative/benchmark assessments occur on a daily basis in the classroom, often multiple times during a given period. The teacher wants to see where the students in his/her class are with regard to mastery to a particular topic or process. In addition, there will be times when students will do a self-assessment to gauge for themselves where they stand with regard to a particular item or topic. Examples of formative assessment may include teacher observations, class discussions, various Kagan strategies where students are placed in groups and each is given a role that rotates among all members, and where all group members are required to demonstrate their knowledge of a given question, presentations, and benchmark assessments.

Summative assessments are assessments that are meant to quantitatively measure the level of student proficiency on a body of work. They are always graded, and these grades are used to determine a student's level of proficiency in a given class. Examples of summative assessments include projects, quizzes, unit or chapter tests, nine-week tests, semester exams, IB internal assessments, North Carolina Final Exams, North Carolina End-of-Course Exams, and IB external assessments.

At Kinston High School, interim progress reports are sent home at the midpoint of each nine-week marking period. At the end of each marking period, a report card is sent home as well. The grading scale used in Lenoir County Public Schools, where Kinston High School is located, is as follows:

A:	90-100
B:	80-89
C:	70-79
D:	60-69
F:	0-59

IB SCORING

According to the IB Handbook of Procedures for the Diploma Programme (2014), the following scoring standards are in place for IB subjects and core requirements:

IB SUBJECTS

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

Teachers will use the mark bands and mark schemes for each subject to grade major assessments and projects. A 7 will be considered an A, a 6 will be considered a B, a 5 will be considered a C, and a 4 will be considered a D. All others will be considered F's.

IB CORE REQUIREMENTS (THEORY OF KNOWLEDGE AND THE EXTENDED ESSAY)

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

CRITERIA FOR EARNING AN IB DIPLOMA

Per the General Regulations – Diploma Programme (March 2011), Article 13 spell out the parameters for the awarding of the IB Diploma.

“All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma.

If a diploma candidate is awarded a grade of E for TOK or a grade of E for an extended essay, the candidate must achieve 28 points or more to be eligible for the IB diploma. However, a candidate who is awarded an E for both TOK and an extended essay will not qualify for the diploma, regardless of how many points are earned,

The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26, or 27 points provided all of the following requirements are met:

- a. Numerical grades have been awarded in all six subjects registered for the IB Diploma.
- b. All CAS requirements have been met.
- c. At least a grade of D has been awarded for both TOK and the extended essay.
- d. There is no grade of 1 in any subject.
- e. There is no grade of 2 at higher level.
- f. There is no more than one grade 2 at standard level.
- g. Overall, there are no more than three grades 3 or below.
- h. At least 12 points have been gained in higher level subjects. Candidates who register for four higher level subjects must gain at least 16 points at higher level.

- i. At least 9 points have been gained at standard level. Candidates who register for only two standard level subjects must gain at least 6 points at standard level.
- j. The candidate has not been found guilty of malpractice by the International Baccalaureate Organization.

The IB Diploma will be awarded to a candidate whose total score is 28 points or more, provided all of the following requirements are met:

- a. Numeric grades have been awarded in all six subjects registered for the IB Diploma
- b. All CAS requirements have been met.
- c. Grades A to E have been awarded for both TOK and an extended essay, with a grade of at least D on one of them.
- d. There is no grade of 1 in any subject.
- e. There is no more than one grade of 2 at higher level.
- f. There are no more than three grades of 2 at standard level.
- g. Overall, there are no more than three grades 3 or below.
- h. At least 11 points have been gained on higher level subjects. Candidates who register for four higher level subjects must gain 14 points at higher level.
- i. At least 8 points have been gained at standard level. Candidates who register for only two standard level subjects must gain 5 points at standard level.
- j. The candidate has not been found guilty of malpractice by the International Baccalaureate Organization.

IB TESTING AND MAJOR ASSIGNMENT SCHEDULE - KINSTON HIGH SCHOOL

For the past six years, the IB faculty has agreed to adhere to a testing and major assignment schedule on specific days of the week. Teachers are given the leeway to alter their assigned test date if they ensure that no other IB faculty member is giving an assessment on that same day. That enhances the collaboration among the IB faculty.

MONDAY

NO assessments

TUESDAY

IB Mathematics SL
 IB Mathematical Studies SL
 IB Biology HL

WEDNESDAY

IB Spanish B SL
 IB Spanish *ab initio* SL
 IB Theory of Knowledge
 Extended Essay

THURSDAY

IB English A1 HL
 IB History (Americas) HL (juniors)
 IB 20th Century World Topics HL (seniors)

FRIDAY

IB Chemistry SL (juniors & seniors)

IB Physics SL (juniors & seniors)
IB ITGS SL (juniors)
IB Visual Arts SL (juniors)
Extended Essay (alternate date)