



Fairfax County Public Schools IB Schools Assessment Policy

The Office of Advanced Academics collaborated with representatives of our IB schools, including IB coordinators, ESOL specialists, and MYP and DP teachers to develop our assessment policy. This is a working document.

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. FCPS prepares all students for the world of the future by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school.

FCPS' IB schools serve a variety of diverse communities and schools are accountable for the performance and academic achievement of all of its students. Coordinators will work with the leadership teams to agree best ways of reporting IB levels of achievement at each school site.

All FCPS measures academic progress through both norm-referenced and criterion (MYP) related assessment practices. There is continued emphasis on formative and summative practices that allow students to demonstrate their understanding of topics studied. FCPS has a grading and reporting system that allows for criterion-related scores to be recorded for the MYP; and progress to be recorded and reported for the PYP and DP. All criteria and required assessments by the IB are a part of each school's assessment procedures as outlined in the program standard and practices. This includes the exhibition, personal project and the extended essay. All schools are aligning their IB Programs with the FCPS Portrait of a Graduate student outcomes.

Access to FCPS IB programs allows for us to raise the bar of achievement for all students and close the achievement gap where possible. Differentiation for all students in FCPS IB Schools is reflected by the students served. Differentiation can be reflected by:

- Task-specific rubrics
- Use of various levels of rubrics and objectives
- Design of the assessment
- Accommodations supporting cues and prompts
- Assessment variations to allow for IEP/504 accommodations
- Performance tasks
- The frequency of formative assessment

The local FCPS division policy regarding assessment can be located at:

<https://www.fcps.edu/academics/grading-and-reporting/secondary>

Hughes Middle School and South Lakes High School Statement

At Hughes and South Lakes High School the IB Learner Profile is central to our vision of developing a community of learners who strive for academic excellence and value diversity, intellectual curiosity, social responsibility, and an international understanding for all students. Our mission is to educate in a learning environment where achievement is a priority and a right for all students. We do this by using ongoing assessments to drive instruction and effective teaching strategies to address student needs. We strive to provide a classroom environment that promotes a passion for education and encourages academic success and positive behavior.

Teachers use both formative and summative assessment to achieve these goals. The IB Diploma Program provides formal, summative assessments used in determining student qualification for the IB Diploma or Career-related certificate. All Diploma Program classes use internally assessed components such as essays, portfolios, dossiers, and oral work evaluated by the teacher and moderated by IB examiners. Students are allowed some choices in their selection of topics and style, but all must comply with the requirements stated in the rubric for that assessment. Externally assessed components include examination papers, written assignments, Extended Essays, Reflective Project, TOK essays and components of the Group 6 Arts assessment.

Teachers inform and instruct students in content and process skills needed to be successful in these internal and external summative IB assessments. Our Collaborative Learning Teams meet weekly to discuss, share, plan, pace and develop formative and summative assessments for guiding student learning.

Formative and summative assessment practices in the DP and MYP programs include:

- Limiting formative assessment grades to 10% of a student's final course grade, minimizing the penalty to students when learning skills and rewarding mastery.
- Allowing students to retake some summative assessments for an improved grade.
- Providing a quarterly report card. Quarter grades, along with a final exam or project, comprise a final course grade.

Teachers are encouraged to develop common assessments when there are multiple sections of a course. Internal assessment work is evaluated by teachers in the Collaborative Learning Teams when appropriate. The responsibility for student success is a result of the efforts of all our teachers in our MYP, CP, and DP programs. All these teachers acknowledge that IB courses are designed to foster higher level thinking skills. We strive to move students beyond factual recall by engaging them in activities which require them to adapt and apply their learning in new situations. At Hughes M.S. and SLHS:

- Every course has a knowledge component, an understanding component and an application component which should fit together seamlessly.
- Skill development should be constantly developed in a learning spiral. Once a skill is learned, it should be reinforced by applications to new situations or material.
- The syllabus content of each course is substantial, so it is vital that excellent time management and study habits be developed and strengthened in each course.

- Teachers foster small group instruction providing equitable opportunities and supports for all learners.
- We believe active engagement AVID strategies like the Cornell note taking system develop thinking and organizational skills that all students need for college and career readiness.
- Teachers support interdisciplinary unit study that requires higher-level thinking and transfer of skills and knowledge, leading to better retention and development of critical and creative thinking.
- Students engage in inquiry-based lessons that are built on real-world tasks and increase relevancy and student motivation and engagement.

Teachers must provide a syllabus to all students at the beginning of each year of the course which provides:

- Course content as set out in the Course Guide.
- An explanation of how rubric scores are used to evaluate work.
- Expectations for class participation including absence make up, deadlines, assignment format, and use of special programs including Questia and TurnItIn.
- Information about the summative internal and external assessments and their value in the calculation of the final grade for IB and for the FCPS report card grade.

Teachers are also expected to:

- Maintain a Schoology site for the IB class with pertinent information posted frequently communicated with students., including due dates for major assignments including internal and external course components.
- Participate in and contribute to the CLT for the course they teach.
- Provide timely information to students and parents regarding grades.
- Employ program-specific assessment criteria for summative assessments in all programs.
- Assess at least 9 pieces of student work per quarter.
- Assign and evaluate at least 1 summative assessment per unit.
- Employ formative assessment daily during instruction and adjust instruction accordingly.
- Analyze formative and summative assessment data, share best practices, and adjust instruction based on data to improve student learning, in collaborative teams.
- Periodically anchor scoring to standardize assessment of student work and develop interrater reliability, in collaborative teams.
- Standardize CP and DP assessment of all IAs and Core components, in collaborative teams.
- Use each objective strand at least twice in each year and subject of the MYP.
- Standardize assessment of the MYP Personal Project as Personal Project supervisors.

The school policy is reviewed annually by the DP coordinator to ensure compliance with county guidelines, and by school leadership to reflect school assessment policies.