

FCPS Division Assessment Policy Statement for IB Schools

The Fairfax County Public Schools, Office of PreK-12 Curriculum and Instruction and the office of Language Acquisition collaborated with representatives of our IB schools, including IB coordinators, ESOL specialists, and MYP, CP, and DP teachers to develop our assessment policy.

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 is accountable for the academic achievement of all of its students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability will graduate with the knowledge and skills necessary for college and/or employment. The district views assessment as an integral part of student learning.

Assessment for learning is an essential part of the Best Practices project in our district. It is expected that as teachers assess student learning, they will adapt their teaching, based on evidence, to meet the needs of the student; check student progress in meeting standards; actively involve students in assessment to promote continuous learning; and inform students, parents, and others about student achievement. The Best Practices project has given all teachers a common language and understanding of formative and summative assessments. In addition to fulfilling IB Program requirements, students must take and pass end of course exams based on the Virginia Standards of Learning (SOLs) in most subject areas in order to graduate high school. Teachers employ Approaches to Teaching and Learning in order to help students reach the Virginia Standards. For SOL tests and DP and CP assessments, students with IEPs and 504s receive appropriate accommodations as sanctioned by the Commonwealth of Virginia and as approved by the IB. The assessment practices of Fairfax County Public Schools are closely aligned with the International Baccalaureate standards for assessment.

FCPS has always required teachers to effectively communicate with students and parents regarding assessments, grading, and reporting. FCPS requires that teachers communicate their designed method for determining quarter and final grades to students and parents in writing at the beginning of each school year and at the beginning of each semester course. This is typically in the form of a class syllabus. Teachers are expected to grade assignments and post grades to the electronic gradebook within seven school days after the due date with the understanding that

major projects/papers may require additional time to ensure quality feedback. The SIS Parent Account provides up to date parent and guardian access to their child's student information, including attendance, report cards, class schedules, gradebook, course history, discipline, health, and school information, establishing another form of communication between home and school. Parents with SIS Parents Accounts automatically receive regular email progress reports with course grades to date. These progress reports replace the interims that were generated in the past. Parents may log into their account to set their delivery preferences. Schools make accommodations for parents who do not have accounts. SIS StudentVue provides students in grades 7 through 12 an electronic view of their personal school information including attendance, grades, gradebook, schedules, health information, and more using this resource. In addition, each of the IB schools communicates the IB assessments to parents in a variety of ways including parent information nights, school websites, and brochures. Teachers communicate assessment criteria for MYP and DP with students throughout the year. Assessment in FCPS IB schools reflects the specified criteria of each program as part of our overall assessment of student achievement. The FCPS publication Grading and Reporting to Parents can be found at the following link: <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 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. 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 both 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.
- We believe small group instruction provides 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.
- We believe that interdisciplinary unit study requires higher-level thinking and transfer of skills and knowledge that lead to better retention and development of critical and creative thinking.
- We believe that inquiry-based lessons that are built on real-world tasks 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, turn in requirements, use of special programs including Questia and SafeAssign.
- 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.

- A calendar of due dates for major assignments including IAs and Core components of the programs.

Teachers are also expected to:

- Maintain a Blackboard site or Google classroom for the IB class with pertinent information posted frequently communicated with students.
- 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.
- In collaborative teams, 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 in order to standardize assessment of student work and develop interrater reliability.
- In collaborative teams, DP and CP teachers standardize assessment of all IAs and Core components.
- Use each objective strand at least twice in each year and subject of the MYP.
- All teachers acting as Personal Project supervisors standardize assessment of the Personal Project.