



Assessment Philosophy:

- Assessment is a tool used to evaluate student progress and mastery in order to better enhance their overall learning experience.
- It is essential that assessment is meaningful and meant to enhance student learning.
- Various styles of formative assessments should be utilized in preparation for student success on summative assessments.
- It is taken into consideration that students have different learning styles, cultural and social experiences that should be taken into consideration with regard to assessment.
- Assessment criteria must be made clear to students prior to coursework beginning.
- Instances of academic misconduct (i.e. plagiarism) will not be tolerated and will be dealt with according to the *Duval County Public Schools Code of Student Conduct*, Paxon's Academic Honesty Policy as well as the general regulations set forth through the CollegeBoard and the International Baccalaureate Organization when deemed necessary.

Students are assessed by gathering data from the following resources:

- Previous summative assessment records
- Teacher formative assessments
- Parent conferences
- Student data chats
- In-class student observations

Frequency of Formative and Summative Assessment

Formative assessments are implemented daily in order to note student's prior knowledge and experiences in order to know how to proceed with lessons and learning objectives. Formative assessment results allow students, parents, and teachers to evaluate the student and make the necessary adjustments to enhance student learning.

Summative assessments are given at the end of a teaching unit or concept in order to evaluate mastery. A variety of approaches may be used to assess student mastery, including:

- Paper/Computer tests
- Presentations
- Projects
- Portfolios

Reporting on Student Progress

- Parents and students have access to an online grade portal which allows them to review student progress for all classes at any time during the school year.

- There are a total of four nine-week grading periods within a school year. Scholarship warning(s) for students will be sent home as needed throughout the school year in the event that a student is in danger of failing a subject.
- A report card grade is issued at the end of each grading period which reflects student progress/achievement for that grading period. Additionally, a *progress report is issued at the mid-point of each nine-week grading period to report on student progress prior to the issuance of the report card.
 - Grading Scale
 - A = 100 -90 (Excellent)
 - B = 89-80 (Good)
 - C = 79-70 (Satisfactory)
 - D = 69-60 (Poor)
 - F = 59-0 (Failing)

**A progress report may also serve as a scholarship warning.*

Formal Examinations

All students at Paxon in grades 9 - 12 will take part in one or more of the following formal examinations during each school year:

- *The Florida State Assessment Test*
- *End-of-Course-Exams* (subject specific)
- *IB Examinations* (subject specific)
- *AP Examinations* (subject specific)

In order to make certain that students are adequately prepared for the above formal examinations, the following courses of action are taken:

- In-class mock examinations
- Horizontal and vertical teaming among teachers for improvement of results
- Sharing of previous years' results with parents and students in order to make improvements and/or adjustments in course selections that may require subject specific exams

How the School Combines DP Assessment with School/State/National Requirements

The school district requires that grades for IB subjects are reported in the same manner as stated above in the section Reporting on Student Progress. IB teachers work to convert grades for IB and IB-like assessments from the IB scale of marks (1-7) to the grading scale* used by the school so that grades may be reported on progress reports, report cards, and transcripts. Additionally, in the state of Florida, students completing all requirements to qualify for an IB diploma automatically satisfy the requirements for receiving a high school diploma.

**See the section Reporting on Student Progress for the school grading scale.*

Understanding the Use of DP Assessment Criteria and Processes for Recording and Reporting DP Assessment

Efforts are made quarterly to inform students and parents about the progress that students are making towards meeting IB standards. IB subject teachers may report IB marks (1-7) as part of quarterly report cards and mid-quarter progress reports. These cumulative IB marks indicate a

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student's level of achievement thus far in the course as defined by IB and do not reflect effort, motivation, or behavior. Additionally, these marks do not become part of a student's transcript or permanent record. Rather, the marks allow the school, student, and family to view the student's growth in an IB subject over time and provide insight as to how well the student may ultimately perform on official IB exams. Teachers provide students and parents with how they determine IB marks for their subject in a variety of ways (ex. face-to-face, teacher website, etc.)

Assessments for Students with Special Educational Needs

Students with special needs may receive assessment accommodations and/or modifications as specified on their Individual Education Plan (IEP) or 504 Plan. Some accommodations/modifications for formal examinations may need to be approved through a specified organization (ex. IBO) prior to being administered. Accommodations/modifications should also be utilized within classroom assessment situations.

Processes for Standardization of Assessment of Students' Work

Assessments will be meaningful and created/modified in order to measure specific learning outcomes. Student assessment data will be analyzed and teaching methods modified in order to identify specific learning needs. Teachers will collaborate with colleagues in order to design common assessments while still keeping in mind varying student learning styles (consideration will also be given to students with special educational needs that may have specific accommodations/modifications needed to meet Individual Education Plan (IEP) or 504 plan specifications).

Responsibilities

1). Students will:

- Put forth maximum effort to demonstrate progress on all forms of assessment.
- Adhere to academic deadlines for assignments/assessments.
- Take the initiative to pursue meetings with teachers in order to discuss personal progress on assignments/assessments.
- Reflect on personal progress after receiving teacher feedback about assessment results and analyze areas for growth.

2). Teachers will:

- Create, modify, and/or administer assessments in order to measure specific student learning outcomes.
- Ensure that assessments are meaningful and accurately assess specific learning outcomes.
- Analyze student assessment data in order to determine student learning needs.
- Modify teaching methods according to results of assessment data.
- Utilize a variety of assessment methods in order to meet various student learning styles.
- Collaborate with colleagues in order to design common assessments.
- Provide students and parents with feedback (including scholarship warnings) in a timely matter.

3). Parents/Guardians will:

- Encourage the student to adhere to assignment/assessment guidelines and deadlines
- Encourage the student to take the initiative in seeking out assistance for assignments/assessments

- Encourage the student to uphold their integrity by maintaining academic honesty for assignments/assessments

4). Coordinators (IB, AP, Testing) will:

- Ensure that students are aware of the guidelines for maintaining academic honesty in assignments/assessments specific to each program of study (i.e. IB, AP)
- Provide teachers with assessment data that may be analyzed in order to determine and meet various student learning needs

5). Administration will:

- Ensure that the school community is aware of the expectation in regard to maintaining academic honesty in assignments/assessments
- Provide opportunities for teachers to participate in vertical and/or horizontal planning sessions to review assessment data

Communicating the Assessment Policy

- Paxon's assessment policy will be published for parents, students and community members to access.
- A copy of the assessment policy will be made available for current school personnel to access. Newly hired school personnel will be made aware of this document and how to access it during one of the Paxon new teacher orientation meetings.

Review of the Assessment Policy

Paxon's Assessment policy will be reviewed by the School Improvement Team (SIT) on an annual basis as needed.

Links to other working documents:

IBO Handbook of Procedures for the Diploma Programme (2016)

IBO Programme Standards and Practices (2014)

This document was created in collaboration by the IB Diploma Programme coordinator, teachers, counselors, administrators, and students.