



Lee's Summit North IB Assessment Policy

Introduction:

As an IB World School, our faculty is dedicated to providing authentic, meaningful, and standard-based assessments with our students. In order to facilitate this goal, we articulate our learning targets to both teachers and students. These learning targets are from state standards, district standards, and IB standards. Then we devise a variety of learning activities to meet our stated learning targets in order to promote student learning and mastery of the material. There is no one superior method as each target might require a variety of activities to achieve our stated goal. Finally, we assess dependent upon the goal and purpose of the assessment.

Philosophy:

At Lee's Summit North, we believe the primary function of assessment is to gauge student learning; this, in turn, informs our instructional practices in order to improve student achievement and provide thoughtful feedback to the student. We strive to judge student learning using agreed upon criteria that is communicated to both students and parents. The criteria used in this process is formulated during our weekly collaboration groups designed to critique and improve our instructional strategies.

Grade Reporting:

Parents and students may check grades in any class at any time through an online system called "Parent Connect." This allows access to the Power School grade program used by teachers. This online system is password protected. In addition, teachers are encouraged to contact parents of struggling students or students with low grades at least once every six weeks. Academic advisors have access to their students' grades, have weekly contact with their students, and meet with students to help them set goals for improving their work.

The high school uses a four point system of grading (A=4, B=3, C=2, 0=1, F=0) with a minus and plus option.

- Grade A - Excellent
- Grade B - Superior, Above Average
- Grade C - Average
- Grade D - Below Average, Yet passing
- Grade F - Failing, work unsatisfactory. Requirements not met. No credit will be issued.

In our school district, we use the following standardized grading scale:

A = 95 -100	C = 73-76
A- = 90 - 94	C- = 70-72
B+ = 87 - 89	D+ = 67-69
B = 83 - 86	D = 63-66
B- = 80 - 82	D- = 60-62
C+ = 77 -79	F = 59 & below (No Credit)

In order to achieve the purposes of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program. The student will receive progress and semester grade reports on the following dates:

- Six Weeks - September 27
- Twelve Weeks - November 8
- End First Semester - December 20
- Six Weeks - February 14
- Twelve Weeks - April 4
- End Second Semester - May 17

Courses taken in the Advanced Studies, Honors, college-credit, Advanced Placement, and International Baccalaureate programs receive additional weight in the grading system. Students enrolled in the Advanced Studies courses receive a weighted value of .50 on a 4.0 scale. Students enrolled in the IB and AP courses will receive a weighted value of 1.0 on a 4.0 scale. Students enrolled in college credit or Honors courses receive a weighted value of .66 on a 4.0 scale. Students enrolled in IB and AP courses are required to take IB/AP exams to receive the full point of additional weight in the course.

Professional Development in Assessment:

All teachers, including IB teachers, have participated in significant professional development related to assessment over the last five years. Professional development topics have included the following:

- Differentiated instruction;
- Using formative assessments to prepare for summative assessments;
- Developing appropriate assessments for a various learning targets;
- Identifying learning standards and targets for our courses;
- Creating lessons, formative assessments, and summative assessments that correspond to specific learning targets;
- Integrating research and assessing research skills into all courses; and
- Utilizing classroom material platforms (Google Classroom and Schoology) and other forms of technology to organize student work and related feedback, provide

additional resources, and make work and grading more transparent to students and parents.

IB Coursework Assessments:

- Predicted grades are generally determined by the individual teachers based on the student's work in the class to that point including the student's performance on the Internal Assessment. If the student is in a two-year HL course, a discussion may also take place between the first year and second year teachers. If more than one teacher is teaching the same course, then they may converse to ensure consistency in how predicted grades are formulated.
- Many IB teachers also use the IB Mark Bands for their subject when assessing some student work. This is then translated into a percentage grade based on the school grading scale identified above. Students are given copies of these mark bands and any other assessment criteria (IA, EE, etc.).
- Most IB teachers use previous IB Exam questions within their classes for assessment purposes (a unit test or quiz) and/or as a means of reviewing for the IB Exam.
- During the May Examination session students take their exams in the Lecture Hall, Studio 2006, or GPR, depending on space.
- Testing materials are stored in the IB coordinator's locked office in a locked cabinet. The coordinator and invigilators are diligent in following IB policies regarding the administration of the exams.

Standardization of Assessment of Student's Work:

At Lee's Summit North, students are assessed in a variety of ways: oral presentations, written essays, IB internal assessments, quizzes, and exams. During our Friday collaboration days, teachers have dedicated time and space to work with other teachers within our school as well with our sister schools. Student data and work are examined and reviewed to ensure we have a standard-based approach to evaluating our student work. We strive to have content validity within the work assigned to our students. In addition, we adhere to the IB assessment criteria.

Formative and Summative Assessments:

Formative assessments are used on a daily basis within the classrooms to assess student's learning on a continual basis. The district adheres to the philosophies and research of Dylan Wiliam, focusing on embedded formative assessments. These formative assessments inform instruction and guide future instruction which will improve student learning. In addition, teachers are able to give timely and instructive feedback to students. Results of this feedback allows students to take ownership of their own

learning by reflecting upon their work and, hopefully, make the appropriate adjustments for future work. In the end, the variety of formative assessments and the respective feedback will lay the foundation and prepare the students for future, high-stake summative assessments.

Summative assessments occur at the end of an instructional period or unit to evaluate student learning based upon understood and established criteria. These summative assessments are based upon the set objectives, learning tasks, and formative assessments allowing students to apply their learning in authentic, meaningful, and standard-based avenues.

Diploma and Career-related Core Assessments:

The IB Coordinator keeps detailed information related to the core assessments: Extended Essay, CAS Hours, Reflective Project, Language Portfolio, and Service Learning Hours. Students in both programs receive detailed information regarding the criteria for the Extended Essay and Reflective Project. In addition, students are assigned content advisors for their written essays. Students must attend three structured reflective sessions with their individual supervisors.

Local and State Assessments:

Lee's Summit North High School students participate in a variety of local and state summative assessments. LSN students follow the following testing pattern:

Locally Required:

9 th Grade: NWEA Measure of Academic progress in Reading and Algebra I
EXPLORE (retired forms utilized for ACT preparation)

10 th Grade: Pre-ACT

11 th Grade: ACT

State Required: All students take the state End-of-Course exam in each of the following courses upon course completion: Algebra I, English II, Biology, and American Government. Additionally, all students complete a state-required civics test prior to graduation.

This Assessment policy is posted on our IB website.

This policy was updated in January of 2024 with the input of the staff. This will be updated again in January of 2025.