



International Baccalaureate® Assessment Policy

Philosophy

Northfield High School engages students in a rich and challenging academic program, empowering them to discover their own strengths and pursue areas of personal interest. Our teachers inspire students to become enthusiastic lifelong learners, creative problem solvers, and effective communicators. The focus on collaborative and global learning ensures that our graduates are prepared to be fully informed, principled, and engaged citizens of the world. By gathering and analyzing data from formative and summative assessments in various forms, the students, teachers, administrators, and parents can evaluate the students' progress toward reaching their learning goals. All of our administrators and teachers are committed to the use of criterion based assessments that are supported by the following principles.

Principles

1. All students can learn.
2. Assessments of various types determine the effectiveness of teaching.
3. Assessments can and should take various forms and methods.
4. Assessments monitor the progress of student learning.
5. Both students and teachers should be involved in assessment.
6. Student learning is evaluated using predetermined criterion rather than comparisons to published averages or norms.
7. Assessments by IB allows administrators, teachers, students, and parents in order to evaluate their students' progress relative to state, national, and worldwide performance.

8. Effective assessments provide feedback to teachers, students, and parents in order to improve/revise instruction in the classroom and student study habits.
9. Assessments should reveal what the student knows and understands.
10. Assessments should be used to help parents understand and support what is going on in the classroom.
11. Assessments should allow all stakeholders to see evidence of learning.
12. Parents and students have access to students' grades using Parent and Student Portals.

Purpose of Assessment

Assessments of any form are designed to be indicators of learning. They should support and encourage student learning by providing feedback, and they should measure achievement through objectives for each subject. Assessments can promote positive student attitudes regarding learning while supporting intellectual awareness. Assessments are critical tools used to develop effective teaching and should provide parents, teachers, and administrators with information to support student learning.

At Northfield, we expect our students to be life-long learners. This passion starts in the classroom daily with each teacher. In order for the students to be knowledgeable inquirers, we want them to be thinkers, and this is monitored through various types of assessments. From formative to summative, students are evaluated based on benchmarks, rubrics, and criteria from both state and IB expectations.

Types of Assessments

Formative Assessments:

Formative assessments are used regularly in our academic setting to measure what the students' knowledge and experience may be in order to know how to proceed with the lesson and learning goal. Teachers use a variety of assessment forms including, but not limited to verbal, pre-tests, and online real-time quizzes. Based on the results of the formative assessments, students, parents, and teachers can evaluate the student's learning and make the necessary adjustments.

Summative Assessments:

Summative assessments are given at the end of a unit or teaching concept for the purpose of evaluating mastery. Teachers use a variety of assessment methods such as presentations, projects, portfolios, and tests in order to assess the level of mastery demonstrated by the student. The level of mastery is determined using a rubric for the assessment and the grade is recorded in Infinite Campus, the electronic grade reporting system used by Denver Public Schools.

Internal Assessment:

Internal assessments are mandatory assessments completed during the 11th and 12th grade that focus on skills as well as the subject content. These assessments are graded by the classroom teacher using the rubric published by the IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of type of assessment include, but are not limited to, oral presentations, science lab reports, portfolios, and other major projects. Internal assessments can serve as both classroom assignments which contribute to the students' school grades as well as assignments that contribute to the students' IB score for that subject.

External Assessment:

Students in 9th grade take the state benchmark tests PARCC and CMAS in English Language Arts and Mathematics. These mandatory state tests are used to collect data on student proficiency.

Students in 10th grade are required to take the PSAT/NMSQT and the PSAT 10. The PSAT is a test designed to help students practice for the SAT. It is also used to determine eligibility for scholarships awarded by the National Merit Scholarship Corporation.

Students in 11th grade are required to take the SAT and may choose to take the ACT. Students must take one for their college application and acceptance.

External IB assessments are mandatory assessments that are completed during the 11th and 12th grade that are not scored by the classroom teacher. These assessments are IB exams that are administered during the May testing session, or they are essays sent directly to IB examiners for evaluation.

Grade Reporting and Scale

The grading scale on Northfield High School in Denver Public School is as follows:

93% -- 100%	= A
92% -- 90%	= A-
87% -- 89%	= B+
83% -- 86%	= B
80% -- 82%	= B-
77% -- 79%	= C+
73% -- 76%	= C
70% -- 72%	= C-
60% -- 69%	= D
Below 60	= F

Communicating student achievement is very important at Northfield High School. In order to keep parents and students up to date on grades, students and parents use Parent and Student Portal in the Infinite Campus electronic platform. Parents and students can check grades at any time and are encouraged to do so. Grades are updated on the same day of the week, each week.

In addition to electronically monitoring student progress, parents are notified of student achievement and progress during conferences between the student, parent, teacher, and counselors.

Homework

Class assignments, projects and assessments provide evidence of mastery of learning and must be completed within the assigned timeframe. Homework is defined as daily assignments that are not completed in class. Projects are extended assignments that take multiple days to complete.

IB Diploma

Requirements for the IB Diploma (candidate diploma as final scores will not return until July)

- Pursue coursework in groups 1-5, plus 1 more
 - 3 or 4 courses at the Higher Level (HL)
 - 2 or 3 courses at the Standard Level (SL)
- Score a total of 24 of 45 points on 6 IB exams/assessments. Scores range from 1-7.
- Complete the Theory of Knowledge (TOK) course with a passing grade (D or higher).
- Complete the 7 learning outcomes of Creativity, Action, and Service (CAS).
- Complete the required Extended Essay (EE) with a passing grade (D or higher).

Responsibilities

Student Responsibilities

- Successfully complete all diagnostic, formative, summative, standardized, and end of course assessments.
- Maintain a cumulative unweighted grade point average of 2.8.
- Strive to achieve characteristics indicated on the IB learner profile.
- Meet deadlines for classroom assignments, initial and final drafts for IB assessments, without excuse.
- Follow deadlines as outlined on the IB assessment calendar.
- Maintain relationships with Extended Essay and CAS supervisors.
- Develop study skills and time management skills to maximize potential for student success.
- Assume responsibility for learning by being proactive in seeking help, monitoring their progress on Student Portal, and reflecting on the strengths and weaknesses revealed through class assignments and assessments.
- Earn a minimum grade of 60% in testing classes in order to take the IB exams for those subjects.
- Understand and adhere to all requirements for academic honesty as outlined in the Northfield Community Handbook.

Parent Responsibilities

- Monitor student progress weekly using Parent Portal.
- Discuss assignments and assessments with student frequently to show support and encourage student achievement.
- Contact the teacher if questions or conflicts arise so teacher will have the opportunity to

address the issue in a timely manner.

- Attend IB parent meetings to ensure that information needed for exam registrations is correct and on time.

Teacher Responsibilities

- Follow deadlines outlined by the IB Assessment Calendar.
- Submit appropriate documentation to the IB Coordinator by prescribed deadlines, i.e. verification reports, data collection forms, IA samples, predicted grades.
- Maintain appropriate communication regarding student progress with IB Coordinator to adequately monitor student progress.
- Communicate with students and parents frequently regarding student progress. Students and parents have access to Infinite Camps (IC) where grades are posted weekly and missing assignments are listed.
- Focus on the assessment of student learning outcomes more so that covering subject content.
- Analyze assessment data to identify patterns of student performance and need.
- Work collaboratively with other teachers to assess instructional strategies leading to student achievement.
- Refer to the IB assessment calendar before scheduling major assessments and projects.
- Use a variety of instructional and assessment strategies to differentiate instruction.
- Provide timely written and verbal feedback on student assignments and assessments
- Assign meaningful assessments.
- Refer to the IB Online Curriculum Center to stay current on curriculum and assessment changes.

IB Coordinator Responsibilities

- Distribute IB assessment materials to teachers.
- Offer training in interpreting IB summary data to teachers.
- Train EE and CAS supervisors, (in conjunction with the EE and CAS coordinators).
- Schedule IB training for all new IB teachers.
- Schedule IB training and Professional Development for IB Diploma teachers when the subject curriculum is revised or changed.
- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies.
- Register juniors and seniors for IB exams.
- Supervise IB testing and monitor testing conditions.
- Monitor the extended essay process.
- Monitor the CAS process.
- Ensure all assessments, extended essay, and sample sets arrive at the appropriate destinations on time.

Policy Distribution and Review

All Northfield High School IB policies will be posted on the NHS Website in a printable format. IB policies will be reviewed annually to maintain fidelity with the IBO. Parties involved in the review will include the IB DP Coordinator, representatives of each department, and school administration.