



## **The Odyssey Institute for Advanced and International Studies International Baccalaureate Middle Years Program Assessment Policy**

### **Philosophy of Assessment**

The Odyssey Institute for Advanced and International Studies (OIAIS) considers assessment an integral part of the learning process. As a school, we believe strong pedagogical practices, team collaboration, and using the DP aims and objectives adequately prepare our scholars for DP criterion based along with state and national mandated assessments.

All assessment provides valuable information for both teachers and scholars. Continuous assessment, through the year, shows growth and is utilized to identify the needs of scholars. Both summative and formative assessments remain centered around the scholar to provide a supportive and structured setting. Scholars and teachers are active partners in the assessment process.

### **Assessment Principles and Practice**

- Assessment is integral to planning, teaching, and learning.
- Assessment is authentic.
- Assessment practices are clear and concise to stakeholders.
- Assessment is comprehensive; using both summative and formative assessment.
- Assessment is consistent and grade-level appropriate.
- There are opportunities for both peer and self-assessment.
- There are opportunities for scholars to reflect on their own learning.
- Prior knowledge is assessed before the introduction of new material.
- Teachers use varied assessment strategies; using multiple learning styles; to provide feedback.
- Teachers work collaboratively in sharing scholar assessments.
- Assessment reporting is meaningful using progress reports, report cards, parent-teacher conferences, and scholar-led conferences.

### **IB DP Assessment**

The IB DP program is an educational framework built around six core subject areas taught. In addition, scholars have an extended essay, TOK requirement and CAS. Each DP subject area has specific criterion to assess throughout the school year. While the criterion vary in the subject areas, the primary components are knowledge, understanding, skills, and attitudes. DP Assessment Criteria are used to assess scholar

work that fulfills the requirements of state and national standards. Teachers are responsible for preparing assessment tasks; so that, scholars can demonstrate their achievement levels. Each unit is accompanied by at least one assessment utilizing DP rubrics.

To ensure consistency, our departments meet regularly to review scholar work and discuss tasks along with achievement levels.

### **Assessment Reporting**

Reporting assessment and providing meaningful feedback to scholars and parents is a key part in the assessment policy. Traditional grading scales are used to report grades two times a year. Scholars and parents can access ongoing grades and assignments at any time through the Synergy ParentVue and StudentVue online tool. Scholars can access upcoming assignments and grading rubrics via this site as well.

DP assessments are recorded electronically in shared documents for teachers and scholars to view throughout the year. Scholars use these for self-evaluation and a reflection through the program. Teachers use these for instructional purposes and working collaboratively as grade level and content area teams. Finally, these are used for reporting out to all stakeholders.

### **Grading Scale and Grade Point Average**

OIAIS uses a traditional grading scale for courses. Standard courses are weighed on the 4.0 scale while IB courses are weighed on a 5.0 scale.

Percentage	Grade	GPA Weight	IB GPA Weight
97% - 100%	A+	4.0	5.0
94% - 96%	A	4.0	5.0
90% - 93%	A-	3.67	4.67
87% - 89%	B+	3.33	4.33
84% - 86%	B	3.0	4.0
80% - 83%	B-	2.67	3.67
77% - 79%	C+	2.33	3.33
74% - 76%	C	2.00	3.00
70% - 73%	C-	1.67	2.67
67% - 69%	D+	1.33	2.33
64% - 66%	D	1.0	2.0
60% - 63%	D-	0.67	1.67
59%-0	F	0	0

Final DP grades are reported out to scholars in July preceding the exam sessions. A student's examination performance in individual subjects is scored on a scale of 1–7 points with a further 3 points available based on a matrix of performance in the [theory of knowledge](#) (TOK) and the [extended essay](#) components. Students who display satisfactory levels of performance across all subject areas and achieve a minimum of 24 points (out of

a possible 45) are awarded the IB diploma. All others receive a certificate of results for the subjects examined. Subjects are marked according to the following scale.

- 7 Excellent
- 6 Very good
- 5 Good
- 4 Satisfactory
- 3 Mediocre
- 2 Poor
- 1 Very poor
- N No grade

The TOK course and the extended essay are graded according to the following scale.

- A Excellent
- B Good
- C Satisfactory
- D Mediocre
- E Elementary
- N No grade

IB grades are determined through the criterion-referenced rubrics established by IB's standards and practices in each content area. Multiple components are assessed to specific criterion and are then combined to determine the final grade. Each subject area has its own defined internal and external assessments in addition to the subject area examinations, administered in May of each year.

Students in the OI International Baccalaureate Diploma Programme may find they earn higher grades in school than in their IB subject areas; the reverse may also be true. A variety of variables including classroom policies, use of formative assessments as learning and instructional tools, the role attendance plays in classroom expectations and more may result in variance between the school-based grades and those earned by the student through the IB assessments. Individual course syllabi outline any classroom and school expectations that may influence school-based grades.

### **Academic Support and Assistance**

The Odyssey Institute for Advanced and International Studies is committed to academic support and assistance. We have designed our schedule and our courses so that scholars have the greatest opportunity to achieve their full potential. OI IB Diploma Programme teachers recognize their role in preparing students to complete the required IB subject area coursework and assessments. As such, teachers develop and adjust their curricula, according to the relevant IB subject area assessment criteria, with the IB assessments in

mind. Summative assessments – assessments to evaluate the degree to which a student has mastered content knowledge and skills-happen occasionally in class, often once or twice in an academic term. Many of the summative assessments take the form of mock IB examinations, using exams from years past.

The formal IB Diploma Programme assessments fall into three categories: internal assessments, external assessments and course-end examinations. These assessments are summative in nature and evaluated according to criterion-referenced rubric established and regularly reviewed by the IBO. Throughout an IB course, teachers use formative assessments to determine students' strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress toward mastery and to allow for students to actively engage in and reflect on their educational experience in each class. While preparing students for the summative assessments, teachers in each subject area use a variety of formative assessments to scaffold student development of content knowledge and skills.

Due to the rigor of the IB program, every scholar has an independent study hour built into their schedule. This allows scholars the opportunity to work on projects, get additional assistance and additional instruction if necessary. Additionally, teachers also provide Friday office hours. Our school week is a four day week, however, teachers are available on Fridays to assist scholars. Care is taken to create a schedule in which the office hours do not conflict with each other.

### **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME ASSESSMENTS:**

According to the IB Diploma Programme Assessment: Principles and practice, assessment of the DP (Diploma Programme) is high-stakes, criterion-related performance assessment based on the following aims:

1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
2. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
3. DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
4. DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
5. Assessment for each subject must include a suitable range of tasks and

instruments/components that ensure all objectives for the subject are assessed.

6. The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.

### **International Baccalaureate Diploma Programme Internal Assessments**

Internal assessments are pieces of student work that are evaluated by their content teacher who gives the assessment a score which may then be moderated by external examiners to ensure international parity aligned to the IB assessment criteria in that subject area.

Examples of internal assessments include oral examinations in Group 1, Language A (English) and Group 2, Language B (World Languages), projects and portfolios in Group 5, Mathematics, presentations in Theory of Knowledge, practical laboratory work in Group 4, Science, artistic performances and presentations in Group 6, Arts and more.

Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.

### **International Baccalaureate Diploma Programme External Assessments**

External assessments also enable students to show their work over time and outside of the restrictions of the examination environment. Similar to internal assessments, external assessments are evaluated according to the established subject area criteria. External assessments are not evaluated by the subject area teacher, however, but are marked externally by IB examiners. Examples of external assessments include the Extended Essay, World Literature essays for Group 1, Language A (English, Theory of Knowledge essays, Dance Investigations in Group 6, Arts and more. External assessments are heavily focused on the quality of a finished written product in the IB subject area.

### **International Baccalaureate Diploma Programme Examinations**

The final category of summative assessment is the subject area examinations, administered in May each year. Examinations occur under strictly controlled conditions and often over a two day period for each subject area (the afternoon and the following morning). The examination papers consist of a variety of assessment vehicles including short-answer, essay, data-analysis, open-ended problem solving, case studies, commentaries and multiple choice. In order to sit for the examinations, students must complete all required internal and external assessments for the subject area. Examinations are mailed, within 24 hours following the examination, to external examiners around the world for assessment. Examination marks are then combined with marks earned on the internal and external assessments to create the final subject grade.