



## EDGEWOOD HIGH SCHOOL

2415 WILLOUGHBY BEACH ROAD  
EDGEWOOD, MARYLAND 21040



### **ASSESSMENT POLICY**

*This policy was revised during the beginning of the 2019-2020 school year and was reviewed July 2020 before entering our 2020-2021 Self Study year. It began with a committee of the IB Coordinator, the Global Studies International Baccalaureate parent committee, the Magnet Coordinator of Harford County Public Schools, and administrators who met to discuss the assessment policy for the Global Studies and International Baccalaureate Program at Edgewood High School. A draft of the full policy was shared to all involved parties for feedback, and then revised. The updated policy exists on our school website <https://edhs.ss18.sharpschool.com/> under Academics --> Global Studies and International Baccalaureate --> Content --> GSIB policies.*

#### **Assessment Philosophy**

The IB Diploma Program at Edgewood High School is committed to the success of every student. The IB faculty strives to prepare students for all IB assessments by effectively and efficiently delivering course curricula and providing opportunities for students to display content knowledge. The IB faculty strives to have students take ownership in their own learning demonstrated by their consolidation of their knowledge gained in the Diploma Program by completing a two-year long Extend Essay process. Articulation between grade levels helps to familiarize students with IB rubrics, assessments, and expectations both prior to, and during their IB classes. We also create a yearly schedule of internal and external assessments to help manage student workload and deadlines. We modify our Extended Essay schedule each year to best meet the needs of our current students. Teachers regularly plan common and mock assessments in Professional Learning communities and analyze the data from these mock assessments in order to improve instruction. Furthermore, teachers use an online calendar to schedule assessments on a weekly basis, and to ensure that students do not take more than two exams in a single day. Finally, it is our belief that assessments prove valuable in the continuous growth and learning of both our teachers and our students.

It is the goal of Edgewood High School to provide students with the guidance and support in choosing a course of study that will meet their needs for future career plans as well as the highest potential for success. The IB Assessment Policy also reflects the Grading and Reporting Policy for Edgewood High School. This policy defines summative assessments as “Products” and weights them at 50%, formative assessments as “Process” and weights them at 30%, and informative assessments as “Practice” and weights them at 20%. The Assessment Policy is directly linked with the Academic Honesty Policy in that if a student commits malpractice they will face disciplinary consequences both at the school and the Diploma Program level. Furthermore, summative or Product assessments have a greater weight in the grading policy (50%) and therefore academic dishonesty on a Product assessment has larger consequences. In addition, the Assessment Policy also directly correlates with our school’s Inclusion Policy in that all assessments, whether they are Product, Process, or Practice will be accessible to all students despite their differences and with teacher accommodations as necessary.

Parents are made aware of the grading policy through the school handbook and parent meetings at the beginning of the year. In addition, this is explained more thoroughly to IB parents, with further details and calendars provided about internal and external assessments. Parents are also made aware of the IB system of grading, the use of norm referenced rubrics and the equation of an IB grade to an Edgewood High School grade. All policies are available to parents via teacher syllabi.

#### **Assessment Practices**

IB teachers strive to align their assessments with their course aims and objectives. Teachers are required to provide assignments and assessments for students that fall under the categories of *practice*, *process* and *product*. IB internal assessments are counted towards a student’s course grade with a modified rubric to reflect the IB scale. Teachers are provided an IB/EHS grade conversion document based on the markbands for their individual assessments. These documents are updated prior to each school year and

shared with teachers during pre-school professional development. Teachers then provide access to these documents with students and parents. During pre-school professional development, IB teachers analyze their individual results, component scores, and school statistics. They then use this data to create their Student Learning Objective (SLO) goal in which they will focus on an area of teaching and learning based off of an assessment that they believe needs work to be more effective and produce better results.

It is the Diploma Coordinator's responsibility to make sure that teachers are either trained or re-trained each year on the implementation of our Assessment Policy and the Diploma Coordinator seeks teacher input for the evaluation and reviewing of this assessment policy. Specific areas of Professional Development related to Assessment Practices at EHS are as follows:

- Emphasis on criterion related assessment
- Judging student work in relation to levels of attainment rather than the relation to other students
- Distinction between formal IB assessments, Mock IB Assessments, and formative processes
- Valuing accurate demonstration of student performance
- Common reporting assessment grades using both DP Grade Descriptors and IB Grades (1-7) as well as Grade Scales that convert to Edgewood High School Grades
- Common practices on how to provide students timely and appropriate criterion referenced feedback
- Examining student performance at the end of a course not just aspects of a course
- Re-calibrating awarding of IAPG/PGs based off examination data
- Aligning teachers' scoring in the case of multiple teachers teaching one subject

Teachers record their grades in TAC (Teacher Access Center) and are required to upload their grades on TAC every two weeks based on a schedule set forth by Harford County Public Schools. Teachers are required to have at least two product assessments each quarter. Students and parents have access to view these grade reports as well as the category that each assignment falls under. This allows students and families the ability to keep up with missed work, focus on areas for improvement, and contact the teacher if a need arises. Teachers follow all modifications for students with IEP's and 504 Plans.

Summative and formative assessments, known as Product and Process, aim to model IB assessments whenever possible and appropriate. Formative assessments (Process) represent "gathering, analyzing, interpreting and using the evidence to improve student learning." Summative assessments (Product), "is concerned with measuring student performance against Diploma Program assessment criteria to judge levels of attainment." Teachers are provided access to previous exams and test-banks in order to create exams that will provide a true assessment of knowledge, incorporate an understanding of connections to ToK, as well as familiarizing students with the IB exam structure. Teachers also are required to regularly review their subject guides as well as curriculum updates provided to them by the DP Coordinator in order to ensure that they are familiar with best assessment practices. Teachers also provide students both individually and collaboratively with a variety of ways to show mastery throughout the course, such as traditional tests, essays, performances, presentations, projects, and reflection of their own assessment scores.

Homework is an informative assessment that not only refines the learning from the previous class, but also helps to provide practice, extensions, connections to other disciplines, and real-world applications. Homework is valued in the Diploma Program as an integral assessment that informs teachers, students, and parents the curricular needs of a student.

Our Assessment Policy also relates to the school's Admission Policy. If a student is entering the Global Studies International Baccalaureate Program at Edgewood High School as ninth grader, and has completed a Maryland Standardized test early (such as Algebra I) they may submit their test results to help inform scheduling. Students in the International Baccalaureate Program still must complete and pass Maryland State Standardized Tests:

- Government HSA
- English 10 MCAP
- Algebra 1 MCAP
- MISA (Maryland Integrated Science Assessments)

This is... We are... I AM EDGEWOOD!

## References

Assessments Principles and Practices-- Quality Assessments in a Digital Age 2018

<https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf> [Accessed 10 July 2020].

Diploma Programme Assessment: Principles and Practices “Assessment Policy” 2015

[https://navajoprep.com/wpcontent/uploads/2016/06/Diploma\\_Programme\\_from\\_principles\\_into\\_practice.pdf](https://navajoprep.com/wpcontent/uploads/2016/06/Diploma_Programme_from_principles_into_practice.pdf) [accessed 10/07/20]

Guidelines for Developing a School Assessment Policy in the Diploma Programme 2010

<http://mics.edu.gh/Guidelines%20for%20developing%20a%20school%20assessment%20policy%20in%20the%20Diploma%20Programme.pdf> [Accessed 10 July 2020]

*This policy will be reviewed annually by the School Performance and Achievement Plan Team*