

Robinson Assessment Policy 2021

We believe students must be regularly assessed and provided with meaningful feedback. Teachers regularly use common assessments among each subject team. Not only do teams develop these assessments which are informed by IB's subject guides, team members meet on a regular basis to reflect on these assessments and inform their next teaching. We agree that we will utilize previous IB exams and markschemes, as well as question databanks, when available, to provide students with practical assessments.

This is in accordance with the FCPS policy which states that students should experience frequent and ongoing assessment and feedback throughout each quarter. Students should receive continual feedback on the quality of work as it relates to the course objectives. (Taken from the FCPS Guidance on expectations and best practices related to the evaluation of individual assignments or assessments)

Robinson Mission Statement:

The mission of Robinson Secondary School is to create a culture of confidence in which all students are empowered with the academic, social and ethical knowledge and skills to be well-rounded citizens ready for life beyond high school.

Student Responsibilities:

- Students share in and accept the responsibility for their learning in a school environment that is committed to academic, social, and ethical growth per [Robinson's Vision Statement](#)
- Students will reasonably prepare and complete assessments with the understanding that second chance assessments are designed to provide students with another opportunity to demonstrate mastery
- Students will actively seek remediation opportunities and second chance assessments when necessary and proactively communicate with teachers in a timely manner
- Students will be aware of and understand assessment policies pertaining to second chance assessments, late work, and the timeframe needed for teachers to provide effective feedback
- Students will adhere to all academic integrity standards by presenting their own authentic work and using proper citation methods when appropriate
- Students will regularly check the school's online learning management system to stay informed of upcoming assessments

Teacher Responsibilities and Assessment Practices:

Grading:

- Teachers will provide a minimum of 9 graded learning opportunities over the course of each quarter
- Teachers will provide prompt feedback on quizzes, tests, examinations, essays, homework, and/or papers
- Teachers will provide proper notification of upcoming assessments through the use of the school's online learning management system

- Teachers are expected to grade each assignment and post grade to the electronic gradebook within seven school days after the due date with the understanding that major projects/papers may require additional time to ensure quality feedback in which teachers will notify students in advance
- FCPS has a grading and reporting system that allows for criterion-related scores to be recorded for the MYP; and progress to be recorded and reported for the DP
- Teachers will utilize a rolling gradebook to record scores

Benefits of Using a Rolling Gradebook (further explanation)

- Allows for flexibility and equitable grading practices
- Will continue to allow time for demonstrating mastery of content and opportunities for remediation, completing make-up work & retakes (following established school, department or CT policies)
- Helps students maintain positive mental health when setbacks occur
- Reports long-term progress to students as the year progresses, not just short-term achievement in each quarter
- Provides a more accurate reflection of the student grade at any given point in time
- Reduces number of tests or large projects due at the same time over multiple classes (usually at end of quarter)
- Negates imbalance of quantity of assessments within each quarter and timing challenges at certain times of year
- Encourages content units to end naturally and not get rushed due to quarter breaks
- Helps CTs plan for the year as a whole instead of by quarter

Second Chance Assessments:

- For major assessments, at least one new opportunity to demonstrate proficiency shall be provided to any student who scores below an 80 percent and completes corrective action determined by the collaborative team
- Collaborative teams will determine all guidelines for reassessment and communicate them through the course syllabus, such as a retake, completion of test corrections, revision of work, or other similar type opportunity

Late Work:

- Collaborative teams may choose to apply a penalty when work is turned in late
- For major assignments and assessments, late work will be accepted with a maximum penalty of 10 percent if submitted within two weeks after the due date
- If a student has been given multiple opportunities to complete work and has not done so, and parent contact has been made, a score equivalent to an F (i.e. 50 on a 100 point scale) may be entered in the gradebook in accordance with the reasonable late work policy established by the school or collaborative teams

Good Assessment Practices:

- Research-based best practices are utilized for assessing student learning such as Project Based Learning, Performance Based Assessments, and Practical Applications
- Academic progress is measured through both norm-referenced and criterion related assessment practices; teachers reference previous markschemes and rubrics with the intention to provide students with an indication of their performance on the IB rubric and IA score before moderation

- All criteria and required assessments by the IB are a part of our assessment procedures as outlined in the program standard and practices, including Internal Assessments
- The IB Program is aligned with the FCPS Portrait of a Graduate student outcomes
- Effective assessments focus not only on students' ability to retain content knowledge, but on their ability to apply content knowledge in meaningful pursuits such as creatively solving difficult problems, communicating for purpose, and executing an artistic vision
- The purpose of homework is to provide students with additional practice opportunities to engage with their learning. Oftentimes, homework provides students with an opportunity for self-assessment to foster student reflection of their learning
- Teachers are encouraged to place all assessments under two umbrellas: formative and summative assessments

Formative and Summative Assessments (further explanation):

Formative assessments:

- Formative assessments happen every day in every classroom. These smaller tasks may include classwork, quizzes, tests, or class discussions
- Formative assessments are done for multiple purposes and connect well to IB's guidance about Teaching and Learning Informed by Assessments document: as practice (mock exams), to scaffold a larger assignment, or as a holistic learning experience
- The purpose of formative tasks is to allow teachers to gauge student understanding of the content and prepare students for the summative assessment. Students may be assigned grades for these assessments

Summative Assessments:

- The purpose of summative assessment is to measure content mastery. They are usually given at the end of a unit of content. As students are assessed continually, the teacher will be in position to determine the students' achievement that is supported by evidence from assessments undertaken during a learning period
- Summative assessments are typically performance-based. IB teachers will use IB assessment criteria in the form of IB rubrics. Other summative assessments may include exams and end-of-unit tests
- There is a sliding scale of the rubrics used to help students grow from the beginning of the year to the end of the year and the IB assessments are also in that same model. Over the course of the year the assessments mirror the full IB exam on a sliding scale to prepare them for the exams in May and increase the rigor as the year progresses

Meeting State Standards:

Robinson Secondary School offers the IB Diploma Programme, IB Middle Years Programme, five AP courses (US History, Comparative Government, AB Calculus, BC Calculus, Statistics), and follows the Standards of Learning as dictated by the Commonwealth of Virginia.

Standards of Learning ask that minimum competency levels of particular subjects be met in order to graduate. Teachers in year one of the diploma programme who must meet these requirements in addition to the IB coursework are IB English Literature I/English Language and Literature I (a reading and writing competency

test) and IB History of the Americas (a US History Standards of Learning test). Teachers provide extensions to the IB curriculum in order to meet the standards-based instruction needs laid out by the state.

The Commonwealth of Virginia also requires that students enroll in four years of Social Studies: one US History course (need is satisfied by the History of the Americas course with extensions), one Government course and two World History courses (one of which is satisfied by the diploma programme year two options of Topics in 20th Century World History HL or IB Geography SL). In order to provide students with an opportunity to fulfill these requirements and meet the requirements from IB, we allow our tenth grade students (the year prior to the first diploma year) to enroll in an AP Comparative Government course. The Comparative Government course allows students a segue to the rigor of the IB programme and also allows the students to satisfy the state requirement to enroll in a Government course, while at the same time, studying governments from around the world, a more global perspective of government.

*A cross-curricular group of IB DP teachers reviewed and revised this document in August 2021.