



# Assessment Policy

## Introduction

The Diploma Programme faculty exposes students to a rigorous and challenging curriculum that aligns with aims, objectives, syllabus, and assessment expectations of the IB and the State of Hawaii. Students are provided with as much time and expert instruction as possible in order to be successful. Students are encouraged to give their best effort in class and seek out assistance, from a variety of resources, when needed. This policy is a framework for assessment of student learning.

## Assessment Philosophy

Assessment is an essential part of the learning process, and the proper use of assessments leads to better teaching and learning. The various opportunities such as internal, external, formative, and summative assessments are used to maximize teaching practices and improve student achievement. Ultimately, assessment provides students with the opportunity to demonstrate their learning. Due to the essential role of assessment, certain expectations are required and assumed by those committed to the program. All stakeholders are active participants in the process of assessment.

## IB Diploma Programme Assessments

According to the IB document *Diploma Programme Assessment: Principles and Practice*, assessment in the program is high-stakes and criterion-related based on the following aims:

1. DP assessment should support the curricular and philosophical goals of the program, through the encouragement of good classroom practice and appropriate student learning.
2. The published results of DP assessment (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 program 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 higher-order cognitive skills (synthesis, reflection, evaluation, analysis, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding, application).
5. Assessment for each subject must include a suitable range of tasks and instruments/components to 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.

All assessments and requirements for each IB Diploma subject are discussed and covered at length within the individual courses. Candidates will progress through all assessments over the course of their two years of study. Internal Assessments (IAs) are assessments that are internally graded by the teacher and externally moderated by IB examiners. External Assessments (EAs) are primarily assessments that are taken in May of the candidate's senior year and are externally marked by IB examiners. Some EAs are conducted and overseen by teachers without the restrictions of examination conditions, but are marked externally by IB examiners. Externally marked examinations form the larger share of the assessments for most subjects.

Following are the assessments for each subject. They do not include regular class tests and assignments.

#### Group 1: Language and Literature

##### English Literature HL

<b>Exam Paper 1: Literary Commentary (EA)</b>	<b>20%</b>
<b>Exam Paper 2: Essay (EA)</b>	<b>25%</b>
<b>Written Assignment (EA)</b>	<b>25%</b>
Individual Oral Commentary & Discussion (IA)	15%
Individual Oral Presentation (IA)	15%

#### Group 2: Language Acquisition

##### Japanese SL, Mandarin SL, Spanish SL

<b>Exam Paper 1: Receptive Skills (EA)</b>	<b>25%</b>
<b>Exam Paper 2: Written Productive Skills (EA)</b>	<b>25%</b>
<b>Written Assignment (EA)</b>	<b>20%</b>
Individual Oral (IA)	20%
Interactive Oral Activity (IA)	10%

##### Spanish Ab Initio SL

<b>Exam Paper 1: Receptive Skills (EA)</b>	<b>30%</b>
<b>Exam Paper 2: Productive Skills (EA)</b>	<b>25%</b>
<b>Written Assignment (EA)</b>	<b>20%</b>
Individual Oral (IA)	25%

#### Group 3: Individuals and Societies

##### Geography HL

<b>Exam Paper 1 (EA)</b>	<b>25%</b>
<b>Exam Paper 2 (EA)</b>	<b>35%</b>
<b>Exam Paper 3 (EA)</b>	<b>20%</b>
Fieldwork Report (IA)	20%

##### History HL

<b>Exam Paper 1 (EA)</b>	<b>20%</b>
<b>Exam Paper 2 (EA)</b>	<b>25%</b>
<b>Exam Paper 3 (EA)</b>	<b>35%</b>
Historical Investigation (IA)	20%

##### ITGS HL

<b>Exam Paper 1 (EA)</b>	<b>35%</b>
<b>Exam Paper 2 (EA)</b>	<b>20%</b>
<b>Exam Paper 3 (EA)</b>	<b>25%</b>
Project (IA)	20%

#### Group 4: Sciences

##### Biology HL

<b>Exam Paper 1 (EA)</b>	<b>20%</b>
<b>Exam Paper 2 (EA)</b>	<b>36%</b>
<b>Exam Paper 3 (EA)</b>	<b>24%</b>
Individual Scientific Investigation (IA)	20%

##### Environmental Systems & Societies SL

<b>Exam Paper 1 (EA)</b>	<b>25%</b>
<b>Exam Paper 2 (EA)</b>	<b>50%</b>
Individual Investigation (IA)	25%

##### Physics SL

<b>Exam Paper 1 (EA)</b>	<b>20%</b>
<b>Exam Paper 2 (EA)</b>	<b>40%</b>
<b>Exam Paper 3 (EA)</b>	<b>20%</b>
Individual Scientific Investigation (IA)	20%

#### Group 5: Mathematics

##### Mathematical Studies SL

<b>Exam Paper 1 (EA) (GD calculator)</b>	<b>40%</b>
<b>Exam Paper 2 (EA) (GD calculator)</b>	<b>40%</b>
Project (IA)	20%

##### Mathematics SL

<b>Exam Paper 1 (EA) (no GD calculator)</b>	<b>40%</b>
<b>Exam Paper 2 (EA) (GDC calculator)</b>	<b>40%</b>
Portfolio (IA)	20%

#### Group 6: The Arts

##### Film SL/HL

<b>Independent Study (EA)</b>	<b>25%</b>
<b>Presentation (EA)</b>	<b>25%</b>
Production Portfolio (IA)	50%

##### Visual Art SL/HL

<b>Comparative Study (EA)</b>	<b>20%</b>
<b>Process Portfolio (EA)</b>	<b>40%</b>
Exhibition (IA)	40%

## Grading and Marking

Subject specific training ensures that teachers learn about their subject criteria, learn how to use them for instruction and assessment, and learn strategies for making the assessment criteria understood by students. There are a variety of professional development opportunities, collaborative planning and reflection among teachers, and review of examiner feedback to help guide curricular and instructional revisions. These opportunities further support DP teachers in their use of the subject specific assessment criteria.

This policy reflects the requirements of the Hawaii Department of Education (HIDOE) and the framework detailed in the IB Diploma Programme. Specifically, IBDP criteria-based assessments, standards-based practices and protocols of both the Hawaii Content Performance Standards (HCPS III) and Common Core State Standards, and General Learner Outcomes are followed. Students are given traditional A-F quarter, semester, and final grades in accordance with Hawaii DOE requirements. Students receive these grades in form of a report card.

# Types of Assessment

Formative tasks include homework, class work, reflection, and observation which all check for students' understanding and progress. Summative tasks include exams, reports, projects, research papers, and other items that may not be completed in class. They are scored with criteria-based rubrics and are included to determine students' academic grades. This form of assessment determines the degree to which students demonstrate mastery of standards and IBDP objectives.

## Recording and Reporting

Teachers keep ongoing and up-to-date records of all formative and summative tasks that reflect the criteria being assessed. All records are input on Edline, the web-based grading system, every two weeks. Parents and students can access this system at any time to review progress. Report cards are issued four times a year. An interim progress report is issued to all students mid-quarter. Informing and involving parents/guardians concerning student progress is an ongoing process that is accomplished in various ways.

- Assessment results are to be communicated regularly and clearly to students and parents in order to promote understanding of a student's achievement.
- Teachers use written and verbal feedback to encourage student progress and identify strengths and weaknesses.
- Report cards, conferences, and other opportunities are used to provide information for students and parents.
- Results are to be communicated in a timely manner to influence instruction.

## IB Diploma Programme Grades and the IB Diploma

### IBDP Grades

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in Theory of Knowledge and the Extended Essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed however must be satisfactorily completed according to all guidelines. For the IB Diploma, a maximum of 3 points is awarded for combined performance in Theory of Knowledge and the Extended Essay. The maximum total points score is 45.

### Award of the IB Diploma

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma. The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

# Roles and Responsibilities

## Students will:

- Embrace each assessment as an opportunity for learning.
- Produce original work or reference work of others.
- Generate and apply meaningful and constructive feedback for themselves and others

## Teachers will:

- Embrace each assessment as an opportunity for learning.
- Provide multiple assessment opportunities and reflect upon assessment results in order to inform instruction.
- Use mutually agreed upon tools to ensure consistent recording and reporting of learning progress.

## Administration will:

- Embrace each assessment as an opportunity for learning.
- Provide learning opportunities for school improvement.

## Parents/Community will:

- Embrace each assessment as an opportunity for learning.