



Patrick Henry High School

IB Assessment Policy

Patrick Henry's Mission Statement

Patrick Henry High School is a diverse community that values and supports the experiences of inquiry and learning through meaningful opportunities that bring intercultural understanding to our scholars, our educators, our neighbors and our world.

Patrick Henry's Vision Statement

Patrick Henry is a community where all stakeholders will work systematically to close educational and opportunity gaps to become a stronger, higher performing IB World School ensuring that all scholars are college, career and life ready.

Patrick Henry's Core Belief: Equity

We meet scholars and families where they are and strategically allocate our limited resources to meet their academic and social/emotional needs to ensure that all students are college, career and life ready.

Purpose of Assessment

The primary purpose of assessment in an IB World School is to support and encourage student learning through the gathering and analysis of information about student performance. Formative assessment, which is continuous, informs teachers about student learning and shapes and directs teaching and learning in the classroom. Summative assessment generally occurs at the end of a teaching unit, and while supporting student learning, is also used to determine achievement levels of individual students. Grading is used to communicate student achievement to students, families, and post-secondary institutions.

Assessment in its various forms is a critical component of the educational journey. Assessment provides students with opportunities to determine the degree to which they have mastered content knowledge and skills and to reflect on their progress, allowing for reflection and self-evaluation of strengths and areas of improvement in each subject area. Assessment also provides teachers the ability to determine the degree to which students have attained mastery of content knowledge and skills, revise their curriculum and instruction to meet student needs and reflect on their own practice.

While the role and purpose of assessment is similar in all IB Programmes in an IB World School, there are some specific practices and details that differ by programme. When there are practices or policy that is specific to one or more programmes, but not all, it will be noted

MYP (Middle Year Programme)

DP (Diploma Programme)

CP (Career Programmes)



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Assessment expectations

Due to the essential role of assessment, certain expectations exist on the part of both teachers and students.

Expectations of IB Programme Teachers

- Practice on-going assessment and take into account learning processes and products
- Vary the types of assessment tasks used in each course. Provide students with assessment criteria prior to assessments and check that students clearly understand the criteria
- Ensure assessment criteria or rubrics align with subject area objectives in the MYP and assessment criteria descriptors found in the subject guides or markschemes for the DP and CP
- Ensure classroom based assessments in the DP and CP provide students the opportunity to prepare for Internal and External course and Core assessments
- Provide students with the opportunity for reflection and self-evaluation
- Provide clear due dates for assessments and, for larger bodies of work, checkpoints along the way
- Outline required internal and external exams and their due dates at the start of a DP or CP course each year
- Provide students with feedback on learning activities or formative assessments prior to attempting summative assessments.

Expectations of IB Programme Scholars

- Be accountable for their learning and produce quality products and performances to the best of their ability
- Know how their work will be assessed and refer to assessment criteria before and while they are completing their work
- Be aware of due dates and meet them
- Always turn in original work, upholding a culture of academic integrity and authentic intellectual engagement (please refer to the Patrick Henry Academic Integrity Policy)
- Ask questions when they do not understand an assessment task, the course content, or how to complete a task



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Assessment Practices

Types of Assessment

Assessment tasks, both formative and summative are based on the written and taught curriculum. Curriculum in the MYP is based on the Minnesota State Standards and the MYP units teachers have developed. When designing units of work, the statement of inquiry shapes the summative assessment task. Curriculum in the DP and CP is based on the subject guides provided by the IB. Assessment tasks in the DP and CP are developed to assess student's current levels of readiness to complete the internal and external exams.

Pre-assessment

Pre-assessment is any type of information a teacher might gather from students prior to beginning a unit. Its purpose is to inform the teacher's instruction. Pre-assessment strategies could include but are limited to a pre-test, survey, review of prior assessment scores or grades.

Formative assessment

Formative assessment is any type of assessment that occurs during the course of instruction during a lesson, sequence of lessons, or unit. Its purpose is to give both the student and teacher information about how individual students are progressing towards meeting the lesson or unit learning targets or objectives. Formative assessment strategies may include, but are not limited to short quizzes, warm-ups, exit tickets, open-ended questions, or student discussions.

Summative assessment

Summative assessment is assessment that takes place at or near the end of an instructional unit to measure student understanding and application of content knowledge and skills. Summative assessments are meant to be a final assessment for each unit. Types of summative assessment tasks might include, but are not limited to compositions, essays, paper/pencil tests, presentations, open-ended tasks, journals, portfolios, videos, research or other types of projects, labs.

Using the MYP assessment criteria

The MYP has established subject area assessment criteria for each of the MYP subject areas. MYP teachers will use the assessment criteria rubrics designed for Year 5 students for students in both Year 4 (9th grade) and Year 5 (10th grade) in all courses except a few courses. Teachers in Arts use assessment criteria rubrics for Year 3 for two entry-level courses (Music Exploration and Studio Art) because many students have not had the opportunity to study arts consistently prior to enrollment at Patrick Henry. Language Acquisition teachers will use the Phases of the MYP rubrics based on the language development of the students they are teaching.



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MYP teachers will assess their students at least twice using each subject area assessment criteria each year as prescribed by the IB. Teachers will create task-specific rubrics based on their subject area rubrics for each summative assessment. When creating task-specific rubrics, teachers may adapt and modify descriptors in the rubrics to better align with specific assessment tasks to increase student understanding, but it is essential that the critical elements of the MYP learning objectives and key terms are not lost. When assessing student work, teachers use a best-fit approach to assigning a criterion referenced mark after careful consideration of each student's work.

Using the DP and CP assessment criteria

Teachers in the Patrick Henry IB Diploma and Career-related Programmes receive training in the IB standards and practices within their content area and/or Core components. Through this training, teachers learn about their subject area criteria, how to use the criteria for instruction and assessment and strategies for making the assessment criteria accessible and understood by students in the programme. A variety of professional opportunities including access to the Online Curriculum Centre, collaboration with other subject area teachers around the state, and review of examiner feedback to inform curricular and instructional revisions, further support teachers in their use of the assessment criteria. In circumstances where multiple teachers teach the same subject area, teachers regularly collaborate to ensure that use of assessment criteria is consistent. In addition to formative and summative classroom assessments, DP and CP students produce internal and external assessments attached to the courses and programmes in which they are enrolled.

Diploma and Career-related Programme Internal Assessment

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 alignment to the IB assessment criteria in that subject area. Examples of internal assessments include oral examinations in Group 1, Language and Literature (English) and Group 2, Language Acquisition (World Languages), Historical Investigations in Group 3: History, 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, Reflective Projects in the Career-related Programme 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.



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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 externally assessed work, include the Extended Essay, the Written Assignment in Language A: Literature and in Language Acquisition, and the Director's Notebook in Theatre. External assessments are heavily focused on the quality of a finished written product in the IB subject area.

Diploma and Career-related Programme Core Requirements

Students completing the requirements for the IB Diploma or the IB Career-related Certificate have Core requirements that are assessed as well based on established expectations found in IB guides. These assessments may be assessed externally, as is done with the Extended Essays (DP); internally, as is done with Reflective Projects (CP); or by school-developed assessment criteria informed by the IB guides, as is done with the Language Development Portfolios and Service Learning Portfolios (CP). Students work on these core requirements over the two years of the DP or CP with the support and guidance of coordinators, supervisors and teachers.

Using the DP and CP assessment criteria

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.



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Recording and reporting of assessment results

Teachers report student marks on each assessment task in the MPS online Gradebook, Discovery. Students and families are able to see student marks through the student or parent portal online. Teachers regularly update the online Gradebook (every two weeks at a minimum) and students and families are encouraged to contact their teachers if they have specific questions about assessment marks.

In order to report how students are developing in each MYP objective for each subject area, teachers should enter their summative assessment marks labeled by the assessment criteria that was used during assessment.

Grading practices

Patrick Henry High Schools is required by Minneapolis Public Schools to give quarterly letter grades of A-F. We take a Standards Based Grading approach to awarding letter grades and have defined our standards as “the content that is supposed to be taught in the course”. In the MYP, these standards include both Minnesota State Standards as well as MYP subject area objectives. In DP courses, the standards are defined by the objectives identified in the course subject guides.

We have adopted the following policies to ensure that student letter grades are based on their mastery of the content, demonstrated mostly on summative assessments.

- Letter grades should be calculated with a weight of at least 80% of the grade based on summative assessments and no more than 20% of the grade based on learning activities and formative assessments
- Students should be given multiple opportunities to show mastery. This can occur through additional instruction and practice and then an opportunity to re-assess or in other ways.
- Students will not have their grade lowered because a classroom based summative assessment was completed late.
- Extra credit will not be used as a way to increase a student’s letter grade

Use of MYP assessment marks for grading purposes

After determining MYP criterion related marks for each summative assessment task and recording the in the MPS Online Gradebook, Discovery, teachers will use a consistent conversion scale to calculate letter grades. MYP assessment marks are the basis for the summative portion of a student’s quarterly letter grade based on a building-wide conversion that teachers select when they set up their online gradebook at the beginning of the year.



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Students with special circumstances

Students with Individual Education Plans (IEP) may require modifications to assessment. Any modifications to assessment will be stated in the student's IEP. *For additional information, please refer to the Patrick Henry Inclusion Policy.*

Students whose first language is not English (EL students) may need additional support to meet all content area objects or may need modification to assessments. This will be determined by a collaboration of the subject area teacher and ELL teachers. *For additional information, please refer to the Patrick Henry Language Policy.*

On-going review

The assessment policy will be reviewed regularly to ensure the document that reflects the needs and desires of our school and district. Patrick Henry has a regular schedule to review IB policies on a rotating basis.

Communicating the policy

The policy will be placed on the Patrick Henry website and can be made available on paper to families at Parent/Teacher Conferences



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