



Assessment Policy

Philosophy:

The vision of Benjamin Bosse High School is to “develop life-long learners who are productive members of society.” By gathering and analyzing data from formative and summative assessments in various forms, the students, teachers, administrators, and parents can evaluate the students’ progress toward reaching their learning goals. All of our administrators and teachers are committed to the use of criterion based assessments that are supported by the following principles.

Principles:

- All students can learn
- Assessments of various types determine the effectiveness of teaching
- Assessments can and should take various forms and methods
- Assessments monitor the progress of student learning
- Both students and teachers should be involved in assessment
- Student learning is evaluated using predetermined criterion rather than comparisons to published averages or norms
- Assessment by IB allows administrators, teachers, students, and parents to evaluate their students’ progress relative to state, national, and worldwide performance
- Effective assessments provide feedback to teachers, students, and parents in order to improve/revise instruction in the classroom and student study habits
- Assessments should reveal what the student knows and understands
- Assessments should be used to help parents understand and support what is going on in the classroom
- Assessments should allow all stakeholders to see evidence of learning
- Parents and students have access to students’ grades using Parent and Student RDS Portals.



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Purposes of Assessment

Assessments of any form are designed to be indicators of learning. They should support and encourage student learning by providing feedback, and they should measure achievement through the objectives for each subject. Assessments can promote positive student attitudes regarding learning while supporting intercultural awareness. Assessments are critical tools used to develop effective teaching and should provide parents, teachers, and administrators with information to support student learning.

We expect our students to be life-long learners. This passion starts in the classroom daily with each teacher. In order for the students to be knowledgeable inquirers, we want them to be thinkers, and this is monitored through various types of assessments. From formative to summative, students are evaluated based on benchmarks, rubrics, and criteria from both state and IB expectations.

Types of Assessments

Formative Assessment:

Formative assessments are used on a daily basis within our school to measure what the students' knowledge and experience may be in order to know how to proceed with the lesson and learning goal. Teachers use a variety of assessment forms from verbal assessments to pre-tests in order to monitor student learning. Based on the results of the formative assessments, students, parents, and teachers can evaluate the student's learning and make the necessary adjustments.

Summative Assessment:

Summative assessments are given at the end of a teaching unit or concept for the purpose of evaluating mastery. Teachers use a variety of assessment methods such as presentations, projects, portfolios, and paper tests in order to assess the level of mastery demonstrated by the student. The level of mastery is determined using a rubric for the assessment and the grade is recorded in RDS, which is the EVSC's grade recording system.



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Internal Assessment:

Internal assessments are mandatory assessments completed during the 11th and 12th grade that focus on skills as well as the subject content. These assessments are graded by the classroom teacher using the rubric published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, science lab reports, math portfolios, and other major projects. Internal assessments can serve as both classroom assignments which contribute to the students' school grades as well as assignments that contribute to the students' IB score for that subject.

External Assessment:

Students in grades 9 and 10 will take state benchmark assessments such as ISTEP in English, Math, and End of Course assessments in Biology I, Algebra I, and Geometry. These assessments are used to evaluate student proficiency in the subject areas and in some cases award class credit.

External IB assessments are mandatory assessments that are completed during the 11th and 12th grade that are not scored by the classroom teacher. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation.



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IB Diploma

Diploma Requirements at VHS	Criteria
3 SL & 3 HL subjects	Minimum score of 24 points overall Minimum of 12 points earned on HL exams Minimum of 9 points earned on SL exams
Theory of Knowledge	Prescribed Title Essay & Oral Presentation Grades earned A (highest) to E (lowest)
Extended Essay	4000 word essay Grades earned: A (highest) to E (lowest)
Creative, Action, & Service	18 months of documented activity

Students must receive a grade of at least D in both Theory of Knowledge and Extended Essay, or 28 overall points to receive the IB Diploma. If a student earns less than 24 points, receives a score of 1 on any HL subject, or receives two or more scores of 2 in any subject or level, they cannot earn the IB Diploma.

Students can earn a maximum of 45 points if they earn a score of 7 on each of the 6 subject areas and A's on both their TOK and Extended Essay.

IB scores are separate from class grades. Students receive their class grades at the end of each semester of study. IB scores are available online on or around July 7th each year. The IB Diplomas are sent directly to the schools and can be picked up in August of each year. Students and parents are notified when the diplomas arrive so arrangements can be made to pick them up.

The Extended Essay is a core requirement of the IB Diploma program. It is a two year process culminating in a research essay that consolidates the student's learning. The essay topic is selected by the student and represents a concept, event, or idea that interests the student