



Assessment Policy

International Baccalaureate Diploma Programme

Washington-Lee High School

Last Revised January 2019

Introduction and Purpose

The purpose of this document is to

- Articulate Washington-Lee High School's beliefs about assessment and instruction.
- Explain the purpose of assessment, including the use of formative and summative assessments.
- Describe who is assessed.
- Describe how Washington-Lee High School communicates and reports results.
- Provide examples of various state required assessments, system-wide required assessments, classroom assessments, and IB programme internal and external assessments

This document draws its authority from the *Arlington Public Schools Comprehensive Inventory* (2012), *IBO Handbook of Procedures for the Diploma Program* (2012), *Programme Standards and Practices* (2005), *Candidates with Special Assessment Needs* (2009), *The Diploma Program: A Basis for Practice* (2009), *The Diploma Program: From Principles to Practice* (2009), *Diploma Programme: From Principles to Practice* (2015), *Approaches to Teaching and Learning* (2015) and the IB Program Resource Center online publications and resources. It was created in collaboration by teachers and administrators.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Program Philosophy

Washington-Lee High School (WLHS) serves the citizens of Arlington, Virginia's geographically smallest county, located across the Potomac River from the District of Columbia. We educate one of the nations' most diverse and sophisticated student populations – students come from 71 countries and speak 45 different languages. We serve students with a range of programs designed to meet individual needs. Our mission is to prepare and support all students to strive for the best, to become life-long learners, and to become successful, active members of the global community.

Assessment is an important part of the instructional cycle. It provides information about student learning and development, as well as a framework for planning, collaboration, and self-reflection. WLHS believes that learning can be assessed through a variety of assessments. Measurement of student achievement is based on the belief that assessment of students in two ways, through formative assessment and through summative assessment. Formative assessment "is about assessment for learning, rather than simply assessment of learning" while summative assessments are generally more formal by nature and measure end results.

What WLHS Believes About Assessment and Instruction

- Assessment is an integral component of the instructional program related to goals, objectives, and standards.
- Assessment should promote good instructional practice.
- Assessment should be a regular part of classroom instruction.
- Assessment is ongoing over time to provide continuous feedback to improve learning.
- Assessment is integrated with instruction.
- Teachers have the central role in using assessment to support continuous learning and to evaluate student achievement.
- Instructional plans should be designed to address long- and short-range goals and objectives and should include assessment of them.
- Students should have the opportunity to learn the skills and content on which they are assessed.
- Classroom assessment should provide students with experiences and skills needed to demonstrate their achievement on standardized tests.
- Student achievement should be assessed by schools and teachers using sound assessments in a fair and comparable manner.
- No single piece of assessment information should be sufficient evidence of a student's level of performance on APS or IB academic standards.
- A variety of assessment tools should be used, including multiple choice, short answer, and essay tests; performance assessment using written and visual products and oral presentations; and portfolios that reflect a collection of student work over a period of time.
- A variety of people should assess student performance, including teachers, peers, and the student him or herself.

Why Do We Assess?

- Assessment can address the full range of WLHS's academic goals.
- Assessment can promote student self-assessment.
- Assessment can promote continuous progress of developing skills.
- Assessment communicates to students, parents, staff, and the community what is valued in curriculum and student learning.
- Results can be used to evaluate, improve, and strengthen programs.
- Results can be used to identify areas of need so that resources can be targeted appropriately for individual students, for programs, and for schools.
- Assessment information used in instructional planning provides a basis for refining instructional practice.

Who is Assessed?

- All students should participate in assessment activities.
- All students with disabilities have the right to participate in assessment programs. Decisions about participation are made by the student's Individualized Education Program (IEP) committee, which includes parents. Accommodations provided for assessment should reflect accommodations used in the student's instructional program.
- ESOL/HILT students should participate appropriately in assessment. Interpretation of their results should take into account the language proficiency and cultural background of the students and the impact these would have on their ability to understand the task and to demonstrate their achievement. Accommodations provided for assessment should reflect accommodations used in the student's instructional program and other approved accommodations.

Communicating and Reporting Results

It is the responsibility of the school to furnish parent(s) full and complete information about the development and progress of their child. When this responsibility is successfully discharged, parents become well informed regarding the school program, support school activities, and cooperate with the teachers in the business of helping children grow and develop. Informing and involving parents/guardians concerning student progress is an ongoing process that can be accomplished in various ways.

- Assessment results should provide useable information.
- Assessment results should be communicated regularly and clearly to students, parents, and staff in order to promote understanding of a student's achievement.
- Results for individual students and for groups of students need to be communicated meaningfully to students, staff, parents, and the community.
- Online grading management system, report cards, portfolios, daily classwork, conferences, Back-to-School nights, and other opportunities are used in providing information to students, parents, and staff.
- Results need to be communicated in a timely fashion to influence instruction.

Report Cards (Grades 9-12)

Report cards will be issued four times a year on a nine-week basis. Report cards will be mailed to students' homes for the final reporting period.

An **interim** progress report will be issued to all students in the middle of each grading period at approximately four and one-half weeks. Individual schools are required to use the county progress report form. Progress reports are required for all courses every grading period.

An **advisory** report form, used to indicate unsatisfactory performance, failing, or work below the ability level of the pupil, may be sent to parents between interims and report cards.

Teachers are responsible for electronically filing and archiving their gradebook with their administrator by the last work day according to the electronic gradebook procedures. Teachers may exempt students from their final examination if they have a final grade of "A" in the course. The marking system will be based on letter grades with the following explanation of each grade:

A Excellent Achievement

"A" means academic performance that

- Demonstrates thorough understanding of course content
- Demonstrates significant growth in subject area
- Consistently surpasses course expectations

B Above Average Achievement

"B" means academic performance that

- Demonstrates good understanding of course content
- Demonstrates noticeable growth in subject area
- Often surpasses course expectations

C Average Achievement

"C" means academic performance that

- Demonstrates acceptable command of course content
- Demonstrates some growth in subject area
- Meets minimum course expectations

D Below Average Achievement--Passing

"D" means academic performance that

- Demonstrates partial command of course content
- Demonstrates marginal growth in subject area
- Meet some, not all, course expectations

E Failure--Unacceptable Achievement

"E" means academic performance that

- Demonstrates minimal understanding of course content
- Demonstrates inadequate growth in subject area
- Does not meet course expectations

I Incomplete

"I" means that due to unusual circumstances, such as illness, assignments have not been completed and given to the teacher. Assignments must be completed within a three-week time period specified by the teacher.

In addition to achievement, work habits as noted in the report card comments will be evaluated for each course using the following symbols.

- S - Surpasses Expectations
- M - Meets Expectations
- A - Approaching Expectations
- N - Needs Improvement

Grading Scale at Washington-Lee High School

GRADING SCALE			
Letter grade	Percentages	Quality Points	IB & AP Quality Points
A	90-100	4.0	5.0
B+	87-89	3.5	4.5
B	80-86	3.0	4.0
C+	77-79	2.5	3.5
C	70-76	2.0	3.0
D+	67-69	1.5	2.5
D	60-66	1.0	2.0
E	0-59	0.0	0.0

Types of Assessments

The following sections describe the various assessments given at WLHS.

State Required Assessments

- Standards of Learning (SOL) Assessments
- Stanford English Language Proficiency (SELP)
- WIDA
- WISE
- SOL Health-Related Fitness Tests

APS Required Assessments

- Algebra Assessment
- Modern Foreign Language End of Year Writing Assessments
- Advanced Placement Exams
- National Latin Exam
- PSAT
- SAT
- SAT Subject Tests
- ACT
- International Baccalaureate Exams

Classroom Assessments

- Critique
- Discussion
- Graphic Organizer
- Lab Report
- Observations of Behavior
- Peer Collaboration
- Portfolio and Project
- Questioning
- Rubric
- Student Self-Assessment
- Homework*

*Homework is defined as "academic activities assigned by the teacher to be performed by the student by a certain date, without the direct supervision of the teacher, and assessed by the teacher after it is performed." Guidelines for assigning homework are as follows:

- Teachers should communicate their practices concerning assignments and checking of homework to the students and parents early in the school year.
- Homework should be assigned on a regular basis and be directly related to instructional objectives. Homework should not be assigned as punishment.
- Homework assignments should be clearly defined, and teachers should verify student understanding of homework.
- Homework should be appropriate for the age and stage of development of the student to whom it is assigned.
- Homework should be task-oriented. The amount of time required to complete the assigned tasks will vary among students.
- Students should have been taught the skills necessary to complete the homework assignment.
- Completion of homework assignments should be verified by the teacher and returned to the student.
- Mistakes made by the student in homework assignments should be identified for correction.
- Teachers should be encouraged to coordinate homework assignments.

IB Diploma Programme: External and Internal Assessments

Group 1 – Studies in Language and Literature

Language A: English Literature HL

- External Assessments:
 - Written Examination, Papers 1 and 2
 - Written Assignment
- Internal Assessments:
 - Individual Oral Commentary
 - Individual Oral Presentation

Language A: English Language and Literature SL

- External Assessments:
 - Written Examination, Papers 1 and 2
 - Written Assignment
- Internal Assessments:
 - Individual Oral Commentary
 - Further Oral Activity

Language A: Spanish Language and Literature HL

- External Assessments:
 - Written Examination, Papers 1 and 2
 - Written Tasks
- Internal Assessment:
 - Individual Oral Commentary
 - Further Oral Activity (Oral Presentation)

Group 2 – Language Acquisition

Language B: Chinese Mandarin, French or Spanish HL and SL

- External Assessments:
 - Written Examination, Papers 1 and 2
 - Written Assignment of 300-600 words; plus rationale of 150 words
- Internal Assessment:
 - Individual Oral

Language ab initio: Arabic, Chinese Mandarin, French or Spanish SL

- External Assessments:
 - Written Examination, Papers 1 and 2
 - Written Assignment of 200-300 words
- Internal Assessment:
 - Individual Oral

Classical Languages: Latin HL and SL

- External Assessments:
 - Written Examination, Papers 1 and 2
- Internal Assessment:
 - In-depth individual study

Group 3 – Individuals and Societies

Business Management SL

- External Assessments, Papers 1 and 2
- Internal Assessment
 - Written Commentary

Economics SL

- External Assessments:
 - Written Examination, Papers 1 and 2
- Internal Assessment:
 - Portfolio of three commentaries – 750 words each

Geography SL

- External Assessments:
 - Written Examination, Papers 1 and 2
- Internal Assessment:
 - Fieldwork written report of 2500 words

History of the Americas/Topics HL

- External Assessments:
 - Written Examination, Papers 1, 2 and 3
- Internal Assessment:
 - Historical investigation of 1700-2200 words

Information Technology in a Global Society SL

- External Assessments:
 - Written Examination, Papers 1 and 2
- Internal Assessment:
 - Written Report up to 2000 words

Philosophy SL

- External Assessments:
 - Written Examination, Papers 1 and 2
- Internal Assessment:
 - Philosophical analysis of non-philosophical material of 1600-2000 words

Psychology HL and SL

- External Assessments:
 - Written Examination:
 - Papers 1 and 2
 - Paper 3 (HL only)
- Internal Assessment:
 - Experimental study of 1500-2000 words

Social and Cultural Anthropology HL and SL

- External Assessments:
 - Written Examination, Papers 1 and 2
- Internal Assessment:
 - Field work including observation, data collection, critical reflection, and research report and reflection (HL only)

Group 4 - Sciences

Biology HL/SL, Chemistry HL, Physics SL

- External Assessments:
 - Written Examination, Papers 1, 2 and 3
- Internal Assessments:
 - Group 4 Project
 - Individual Investigation

Computer Science HL

- External Assessments:
 - Written Examination, Papers 1, 2 and 3
- Internal Assessment:
 - Group 4 Project
 - Written commentary – development of computational solution

Design Technology SL

- External Assessments:
 - Written Examination, Papers 1 and 2
- Internal Assessment:
 - Group 4 Project
 - Individual design project

Environmental Systems and Societies SL

- External Assessments:
 - Written Examination, Papers 1 and 2
- Internal Assessment:
 - Individual investigation

Sports, Exercise and Health Science SL

- External Assessments:
 - Written Examination, Papers 1, 2 and 3
- Internal Assessment:
 - Group 4 Project
 - Individual Investigation

Group 5 – Mathematics

Math Studies SL

- External Assessments:
 - Written Examination, Papers 1 and 2
- Internal Assessment:
 - Project

Mathematics HL and SL

- External Assessments:
 - Written Examination:
 - Papers 1 and 2 SL
 - Papers 1, 2 and 3 HL
- Internal Assessment:
 - Math Exploration

Group 6 – The Arts

Film HL and SL

- External Assessment:
 - Textual Analysis
 - Comparative Study
- Internal Assessment:
 - Film portfolio
 - Collaborative film project (HL only)

Music SL

- External Assessment:
 - Listening Paper
 - Musical Links Investigation
- Internal Assessment:
 - Creating or Performing

Theater Arts HL and SL

- External Assessments:
 - Director's Notebook
 - Research Presentation
 - Solo Theater Piece (HL only)
- Internal Assessments
 - Collaborative Project

Visual Arts HL and SL

- External Assessments:
 - Comparative Study
 - Process Portfolio
- Internal Assessment:
 - Exhibition

The Core

Theory of Knowledge

- External Assessment:
 - Prescribed Essay of 1,200-1,600 words
- Internal Assessment:
 - Oral Presentation

Extended Essay

- External Assessment
 - In-depth Essay of approximately 3,800-4,000 words

Calendar of Major IB Programme Deadlines

Start date	End date	Course	Level	Year	Type of internal assessment (IA) or external assessment (EA)
9/11/2018	1/24/2019	Math Studies	SL	1-year course	Project (IA)
10/17/2018		Psychology	HL	Year 2	Experimental study report (IA)
10/19/2018		Extended Essay		Year 2	Extended Essay
10/31/2018		Spanish A Language & Literature	HL	Year 2	Written task (EA)
10/19/2018		Biology	HL	Year 2	Individual investigation (IA)
11/9/2018		Spanish A Language & Literature	HL	Year 1	Written task (EA)
10/29/2018		Theater Arts	HL/SL	Year 2 & 1-year course	Director's notebook (EA)
10/31/2018	11/1/2018	English Language & Literature	SL	Year 1	Written task (EA)
11/2/2018		Social Anthropology	HL	Year 2	Fieldwork project (IA)
11/30/2018		Visual Arts	HL	Year 2	Comparative study (EA)
11/30/2018		Chemistry	HL	Year 2	Individual investigation (IA)
12/5/2018	12/21/2018	English Literature	HL	Year 2	Individual Oral Commentary/Dialogue (IOCD) (IA)
12/7/2018	12/13/2018	Theater Arts	HL/SL	Year 2 & 1-year course	Research presentation (EA)
12/12/2018		French	SL	Year 2	Written report (IA)
12/14/2018		Film	HL/SL	Year 2	Production portfolio (IA)
12/17/2018	12/21/2018	English Language & Literature	SL	Year 1	Further oral activity (IA)
12/21/2018		Economics	SL	1-year course	Written commentary (IA)
1/9/2019		Visual Arts	SL	1-year course	Comparative study (EA)
1/9/2019	1/18/2019	English Language & Literature	SL	Year 1	Further oral activity (IA)
1/18/2019		Latin	HL	Year 2	Research dossier (IA)
1/22/2019		Spanish	SL	Year 2	Written task (EA)
1/22/2019		Philosophy	SL	1-year course	Philosophical analysis (IA)

1/25/2019		Biology	SL	Year 1	Individual investigation (IA)
1/25/2019		Sports, Exercise and Health Science	SL	Year 2	Individual investigation (IA)
1/27/2019		Physics	SL	Year 2	Individual investigation (IA)
1/29/2019	1/31/2019	French	HL, SL, Ab initio	Year 2	Oral presentation (IA)
1/30/2019	1/31/2019	Spanish A Language & Literature	HL	Year 2	Oral (languages) (IA)
2/1/2019		Film	HL/SL	Year 2	Comparative study (EA)
2/4/2018	2/6/2018	Spanish	HL	Year 2	Oral (languages) (IA)
2/5/2019		Math	HL	Year 2	Mathematical exploration (IA)
2/11/2018	2/15/2018	Spanish	SL	Year 2	Oral (languages) (IA)
2/15/2019		Visual Arts	HL	Year 2	Process portfolio (EA)
2/19/2019		Arabic	Ab initio	Year 2	Oral (languages) (IA)
2/20/2018		Spanish	HL	Year 2	Written assignment (EA)
2/21/2019		Chinese - Mandarin	SL, Ab initio	Year 2	Oral (languages) (IA)
2/21/2019		Business	SL	Year 1	Written report (IA)
2/25/2018		Psychology	HL/SL	Year 1	Experimental study report (IA)
2/27/2019		Geography	SL	1-year course	Field work (IA)
3/1/2019		Visual Arts	SL	1-year course	Process portfolio (EA)
3/1/2019		Theory of knowledge	SL	1-year course	Written assignment (EA)
3/5/2019		Chinese - Mandarin	SL	Year 2	Written assignment (EA)
3/6/2018		Social Anthropology	SL	1-year course	Written analysis (IA)
3/6/2019		Economics	SL	1-year course	Written commentary (IA)
3/11/2019		Computer Science	HL	Year 2	Design project (IA)
3/11/2019		Arabic	Ab initio	Year 2	Written assignment (EA)
3/14/2019		Theater Arts	HL/SL	Year 2 & 1-year course	Collaborative project (IA)
3/15/2019		Film	HL/SL	Year 2	Independent study (EA)
3/18/2019		Visual Arts	HL/SL	Year 2	Exhibition (EA)
3/20/2019		Environmental Systems	SL	1-year course	Individual investigation (IA))

3/25/2019	3/29/2019	Theory of knowledge		1-year course	Oral presentation (IA)
3/25/2019	3/26/2019	English Language & Literature	SL	Year 1	Written task (EA)
3/28/2019		Economics	SL	1-year course	IA Portfolio (Written commentary)
4/5/2019		Design Technology	SL	Year 2	Design project (IA)
4/5/2019		Film	HL	Year 2	Portfolio/Collaborative film project (IA)
4/10/2019		Theater Arts	HL	Year 2	Solo Theater piece (EA)
4/12/2019		Extended Essay		Year 2	Extended Essay
4/24/2019	5/7/2019	English Language & Literature	SL	Year 1	Individual Oral Commentary/Dialogue (IOCD) (IA)
4/30/2019	6/14/2019	English Literature	HL	Year 1	Oral presentation (IA)
5/30/2019		English Literature	HL	Year 1	Written assignment (EA)
5/31/2019		History/Topics	HL	Year 1	Historical investigation (IA)
6/4/2019		Math	SL	Year 1	Mathematical exploration (IA)

Assessment Policy Review

This policy is evaluated annually by the IB Coordinator, one teacher from each DP group (1-6), Assistant Principal, and the Instructional Lead Teacher. It is the responsibility of the IB Coordinator to ensure the success of the assessment policy review. The next review period is scheduled for January 2020. This policy can be downloaded electronically on the WLHS IB website.