



Ann Arbor International Baccalaureate Assessment Policy

January 2022 Revision

Purpose:

The purpose of the Ann Arbor International Baccalaureate Assessment Policy is to provide a statement of beliefs and practices about assessment that complement those of the Ann Arbor Public Schools and the International Baccalaureate. This policy defines the foundation of assessment within the curriculum and seeks to identify, establish, and maintain practices that support teaching and learning.

Beliefs

The following beliefs establish a balanced assessment approach that address instruction, accountability, and learning goals:

- All students are reflective lifelong learners.
- A variety of assessment practices allow students to demonstrate what they know in different ways.
- Assessment occurs in an ongoing and regular manner and is used to inform instruction.
- Assessment results are used to interpret student growth and proficiency.
- Assessment results are used to understand learning needs and to guide instruction.
- Assessments are accompanied by rubrics that are used to provide feedback around learning and guide instruction
- Students, parents, and teachers are all assessment stakeholders.

Practices

Assessment is varied, using a wide range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning. Teachers assess the Michigan Academic Standards through informal (formative) and formal (summative) assessments. Assessments used in the Ann Arbor Public Schools can be found on the district website, linked here: [Ann Arbor Public Schools District Wide Assessments](#).

The range of practices used in the Ann Arbor IB schools includes:

Formative Assessment

- Interwoven within daily learning and instruction
- Allows the teacher to make necessary adjustments to teaching plans and methods
- Allow students to monitor their progress and learning throughout the course

Summative Assessment

- Designed before the unit is taught
- Occurs at the end of the teaching and learning process

- Provides students with opportunities to demonstrate what they have learned
- Addresses a variety of learning styles
- Students are given prior notification of summative assessment tasks to prepare for the assessment

IB Culminating Projects

Students complete culminating projects in the following years:

- 5th grade = PYP Exhibition
- 10th grade = MYP Personal Project
- 12th grade = Extended Essay (for full IB Diploma students only) OR Reflective Project (for IB Career-related Programme students only).

Internal Assessment (Diploma Programme only)

- Required element of a DP course and completed during the 11th and 12th grade
- Focus on subject content as well as skills.
- Graded by the classroom teacher using the rubric published by IB and submitted to IB for moderation to ensure consistent scores worldwide
- Examples include oral presentations, science lab reports, math investigations, artistic performances and other major projects
- May 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 (Diploma Programme only)

- Required element of a DP course and completed during the 11th and 12th grade
- Not scored by the classroom teacher
- IB exams (administered during the May testing session) and essays are sent directly to IB examiners for evaluation.
- Students must take the external assessment (IB exams) on the assigned test date.
- Examples include essays, structured problems, short-response questions, data-response questions, text-response questions, case study questions, and multiple-choice questions (rarely used)

Roles and Responsibilities:

Teachers

Use of assessments to:

- Enhance student learning
- Monitor the individual progress of student achievement
- Determine the effectiveness of teaching
- Guide curriculum development and review
- Guide instructional practice
- Standardize assessment of student work to ensure reliable results.

DP Teachers will meet deadlines outlined by the IB Coordinator for Internal and External Assessment.

Students

Use of assessments to:

- Provide consistent, timely feedback and opportunity for reflection
- Give a "time stamp" of what students know at various points in learning

- Identify strengths and weaknesses in components of the subject area
- Promote student responsibility for and ownership of learning
- Encourage students to self-advocate

DP students will register for course assessments by deadlines set forth by the school.

Parents

Use of assessments:

- Communicate consistent, timely feedback and opportunity for conversation
- Allow parents and teachers to work together as advocates of student learning
- Provide transparency of curriculum

Coordinator

- Familiarize new teachers with the school's assessment policies and the IB's subject-specific assessment.
- Organize regular professional development opportunities, both formal and informal, and ongoing mentorship is provided to help new instructors understand and implement the assessment policies in their courses.
- DP Coordinator will:
 - Distribute IB assessment materials to teachers according to deadlines.
 - Organize an annual opportunity where teachers interpret IB summary
 - Coordinates annual review of internal assessment calendar
 - Organizes training of new instructors. When subject group mentors are available - new DP teachers are trained in their 2nd year of teaching a course. When no subject group mentor is available - new DP teachers are trained at the start of teaching the course.

Grade Reporting

- PYP at Mitchell Elementary School: Grades are reported three times each year using the AAPS standards based report card. In addition, the Mitchell PYP report card addendum, reporting unit of inquiry progress, is included.
- MYP at Scarlett Middle School: MYP Criteria are reported three times each year using AAPS middle school report cards.
- MYP, DP, CP at Huron High School:
 - MYP Criteria are reported two times each year using AAPS high school report cards.
 - Academic grades are reported four times each year using the AAPS high school report card.

Connection to other Ann Arbor IB Policies

- Academic Honesty Policy – Students will adhere to all requirements of the Academic Honesty & Integrity Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Core requirements.
- Language Policy – Student language needs will be considered when creating and implementing assessments.

- Special Educational Needs Policy – Assessments will follow all requirements outlined by the student’s Individualized Education Plan (IEP).

Policy Review Process:

December 2021

December 2018

December 2016