

Stamford High School Assessment Policy

Statement of the Assessment Philosophy

The Stamford High School community of administrators, teachers, students and parents/guardians believes that effective assessment is to acknowledge what students know, understand and are able to do. Stamford High School believes that students learn in different ways and that assessments should reflect a variety of learning styles. Assessments should also be both formative and summative, and reflect authentic tasks. All students enrolled in IBDP courses are required to take IB's internal and external assessments along with teacher generated assessments. As an IB World School, Stamford High School stakeholders recognize the importance of criterion-related assessment as a way to measure and inform both teaching and learning. Criterion-related assessments assess students' work in relation to specific, identified criteria.

Communication of the Assessment Policy

The Assessment Policy is available for viewing on the school website and in the IBDP student handbook. Diploma Programme candidates and parents/guardians must read and sign the Stamford High School Assessment policy annually.

Purpose of this Document

- To ensure the understanding of the needs for assessment along with the purpose of assessment.
- To ensure the understanding of the difference between formative and summative assessment.
- To communicate grade reporting procedures.
- To communicate grade calculation practices.
- To ensure that there is an understanding of the services provided for in-need students.

Principles of Assessment Practices

Stamford High School assesses students in order to:

- Drive instruction and teacher reflection.
- Inform curriculum review.
- Improve student learning and achievement.
- Monitor and evaluate student progress towards meeting course and IB Diploma Programme standards.
- Provide feedback to all relevant stakeholders (students, parents, administrators).

Assessment Practices

IBDP teachers and students engage in assessment activities throughout the school year to monitor for student progress and support student improvement. Teachers analyze and reflect on their assessments and data to improve instruction and to better align their curriculum and grading with IB standards. Assessments include both IB internal and external assessments along with teacher-generated assessments. Stamford High School is committed to following all IB standards for assessment as outlined in the Handbook of Procedures.

Formative assessments

Designed to drive instruction and monitor progress of each and every student.

Examples include:

- Classroom quizzes
- Oral presentations
- Group work
- Homework
- Use of presentation rubrics and teacher collaborated IB-based rubrics across grades and subjects developed through teacher collaboration

Summative assessments

Designed to measure student knowledge and achievement at the end of units and courses of study.

Examples include:

- IB course required external assessments

- IB course required internal assessments
- Teacher generated midterms and finals
- Teacher generated unit tests

Academic supports are made available for struggling students. It is Stamford High School's goal to ensure that students are provided with as many opportunities as possible to demonstrate their abilities and experience success. Through Stamford High School's SRBI process, the school strives to identify struggling students and implement intervention services and strategies.

Additionally, all students will be afforded all accommodations and modifications as indicated by agreed upon IEPs and 504 plans for all teacher generated assessments. Stamford High School will also report all individual needs to the IB in accordance to the IB's procedures for IB internal and external assessments.

Reporting of Grades

- By way of Power Teacher, electronic grade books are maintained and available to students and parents throughout the school year. Teachers will post grades within two weeks of due dates.
- At the half-way point of each quarter, each student receives a progress report via their connection time room. Where and when applicable, these progress reports will include IB related comments.
- Upon the completion of each quarter, a report card is issued which includes the student's summative grade and attendance for each course. Where and when applicable, IB-aligned performance levels are noted on report cards. Comments aligned to the IB Learner Profile are also available for teachers to post on report cards. Where and when applicable, IB related comments will be included.

Homework

- Homework as an instructional tool for practicing and reinforcing the learning objectives and to introduce and prepare for subsequent lessons.
- Differentiated homework options are made available for individual learning styles and readiness.
- Homework serves as a formative assessment.
- Homework grading procedures follows the subject's specified criteria.

Students with Special Needs

- Both Stamford High School and the International Baccalaureate Organization share the belief that every student can learn and that every student should be provided with every opportunity and resource available to have an equal and fair opportunity to succeed as compared to any other student.
- The classroom teacher will work in conjunction with the student's special education teacher to familiarize him/herself with the needs of the student and provide all appropriate accommodations and services as outlined by the student's 504 Plan or IEP. All relevant information will be provided to the IB to determine what supports and modifications can be provided on IB internal and external assessments.

English Language Learners

- All English language learners will receive accommodations and support for success in the IB Diploma Programme.
- Teachers will familiarize themselves with the needs of the ELLs in their classes in order to provide differentiation and accommodations.
- Where appropriate, students will receive materials prepared by teachers in conjunction with their ELL teacher to support their learning experience.

Assessment policy review:

This policy will be constantly revisited and updated on an annual basis by the IB team. The IB team consists of the Diploma Coordinator, administrators, teachers, parents and students.