

Assessment Policy for the IB DP at AYA

Background & Introduction

The American Youth Academy (AYA) is an independent, private school in Florida, which serves students from PreK-2 to Grade 12. AYA has always used a combination of summative and formative assessment, both norm-based and criteria-based. Academic Honesty is stressed, reinforced and enforced on all assessments. The students are often reminded of one of Prophet Muhammad's sayings: "Whoever cheats is not from among us."

Philosophy

- Assessment, in its various formats, allows teachers and administrators to gauge students' level of mastery of skills and concepts taught.
- In order for assessments to have value, and for students to attain success on them, they must be:
 - Relevant to the students and subjects at hand.
 - Diverse in type.
 - Developed in order to test students' abilities to think, analyze, infer and draw conclusions. They must not be developed to simply have the students regurgitate facts that they have been taught.
 - Analyzed before they are administered, and their scores analyzed after they are taken.
 - Reviewed by the teachers and students in order to learn from them and to build upon them.
 - Scheduled so that students are not overwhelmed at certain times with a large number of exams and then have lapses in time when they have no assessments. This requires collaboration among and between the faculty. It also requires a clear understanding, on the teachers' part, of what assessments are given in which subjects and when. It will be one of the IB DPC's responsibilities to maintain assessment calendars and to guide and remind faculty of them.
- Students' grades should accurately reflect the students' abilities and mastery of subject-matter.

Goals

1. To assess students using both internal and external assessments, both summative and formative, to gauge the degree of student learning and understanding.
2. To guide students during the learning process, so that they can be successful on all forms of assessment administered to them.
3. To analyze and reflect upon students' results on assessments in order to learn from them and to determine future teaching goals.
4. To allow students to analyze and reflect upon their performance on assessments in order to learn from them and to build upon what they have learned.

Types of Assessments Administered at AYA

Internal - Moderated by IB - Summative

These assessments will be developed by the IB DP teachers as per their subjects' guides, and samples will be sent to IBO for moderation. These assessments, depending on the subject, will be made up of any one or combination of:

- Essays
- Projects

- Portfolios
- Oral Recordings
- Exams

Internal - Teacher Developed & Graded Assessments - Formative

These assessments will be given consistently throughout the course of the subjects being taught, and, depending on the subject, will be made up of a combination of two or more of the following:

- Quizzes
- Journals
- Essays
- Projects
- Portfolios
- Oral Recordings
- Labs
- Practice IB Exams

Internal - Teacher Developed & Graded Assessments - Summative

- Students in Gr. 9 - 12 sit for a Semester Exam in each of their subjects. The exams consist of at least three question types and must include questions that require higher-level thinking skills.
- Students are tested in a large hall and sit for one hour and 15 minutes to complete each exam.
- Proctors are assigned to ensure academic honesty at all times.
- Teachers grade the exams and perform an Exam Analysis for each subject and group of students. These Exam Analyses must be submitted to the Principal for review before results are finalized and posted.

External - Standardized Assessments - Summative

The only Standardized Test that the IB DP students will take at AYA is the PSAT in Gr. 11.

External - Developed & Graded by IB - Summative

- IB DP students will sit for the external exams at the end of each course. External Exams may consist of more than one paper, may be administered over the course of more than one day, and may include oral recordings in addition to written papers, depending on the subject.
- IB DP Exams will be administered in a Testing Facility as per IB DP requirements and will be proctored as per IB DP requirements.

Special Needs Accommodations

AYA has always made testing accommodations for students with special needs. Types of accommodations, depending on the special need, include, but are not limited to:

- Oral Testing
- Extended Time to Complete Assessments
- Modified Questions that focus on the skill being assessed. Questions may be worded more simply than on the un-modified assessments.
- Testing separately from the rest of the class or group of students in a different room.

IBO also makes/allows for accommodations on both internal and external assessments, if there is a school record of special need for a student. This special need must be documented, and the accommodations must be requested one year ahead of time.

Rubrics for Assessments

In order for students to attain success, it is essential that clear guidelines and rubrics are in place for all assessments and all assessment types. At AYA, rubrics are provided by the teachers to the students and are posted on EdLine for reference by both students, parents and administrators.

Grading Scale

AYA's grading scale is published in the Student-Parent Handbook and is printed on the back of Report Cards for reference by students, parents and teachers.

Reporting of Assessment Results to Parents, Students, Faculty & Administrators

AYA has several reporting systems in place with regards to assessments & students' grades:

1) EdLine & GradeQuick

- Teachers post grades on GradeQuick, an online software, and then post them as Progress Reports on EdLine on a bi-weekly basis.
- Each student and parent has access to EdLine and is encouraged and reminded to check the reports regularly.
- Administrators also frequently check EdLine and GradeQuick to ensure timeliness and accuracy of postings.

2) Quarterly Report Cards

Printed Report Cards are sent home two weeks after the end of each quarter. Report cards include Grades, Conduct Codes and Attendance Records.

3) Standardized Test Results

- Gr. 11 students take the PSAT exam in October, and the school receives the score reports, typically, the end of the first week of December.
- A meeting is typically scheduled the third week of December to meet with parents, students and faculty to review the reports.
 - Each student receives a copy of his/her score report;
 - explanations are given regarding the different components of the report;
 - strategies to improve scores are discussed;
 - implications of the test scores are discussed (Scholarships; College Admissions; etc.); and
 - parents and students have the opportunity to ask questions and discuss any issues they may wish to discuss.

Reflection & Revision of AYA's Assessment Policy

As with any policy, AYA's Assessment Policy must be reviewed and analyzed on an annual basis by a committee of teachers and administrators to determine if any changes are needed. This analysis will be based on implementation of current policy, assessment of student and teacher success, demographics of the school, and other variables which may influence the policy's success.

If changes are found to be warranted/needed, they will be made and implemented and again reviewed after a one-year cycle.