



# ASSESSMENT POLICY

Diploma Programme

Gateway High School

93 Panther Paws Tr. Kissimmee, Florida, USA

Last revised September 2022

## ASSESSMENT PHILOSOPHY

The mission of Gateway High School is to “enhance students’ academic, artistic, social, and technological skills to meet the challenges of a rapidly changing and increasingly diverse society.” Assessment plays a crucial role in a student’s acquisition of these skills. By implementing effective assessment procedures, students, parents/guardians, teachers, and administrators can monitor student progress to skill attainment. Accordingly, the School District of Osceola County (SDOC) and Gateway High School (GWHS) believe that assessments are an important piece of feedback (both for students and teachers) that promote reflection and improvements in both learning and teaching.

### Effective Assessment Practices

- All students can learn and be assessed.
- Assessments monitor student progress toward content learning and skill development.
- Assessments are fit-for-purpose and aligned with the DP curriculum and learning objectives.
- Students are aware of the learning outcomes (content knowledge and skills) they will be asked to demonstrate on assessments.
- Assessments are stimulating and require students to apply content learning to realistic scenarios.
- Assessment is an ongoing process of tasks, feedback, reflection, and goal setting.
- Varied and multimodal assessments provide the most meaningful feedback for teachers and students.
- Assessment timelines are developed by the IB teaching staff as a collaborative effort.
- Assessment data should be easily accessible to students, parents/guardians, and administrators.
- Assessment data should be conveyed using both the state/district/school alphanumeric 100-point scale *and* the IB 7-point scale.
- Assessment data provides an opportunity for teachers to reflect and guide remediation and new learning.
- Assessment data provides an opportunity for students to reflect and develop their self-efficacy and agency.

## TYPES OF ASSESSMENTS

### (Informal) Formative Assessments<sup>1</sup>

Formative assessments gauge and monitor student understanding of content learning and skills. Throughout a unit (period of instruction on a specific topic), teachers provide multiple low-stakes (low/no-point value) opportunities for students to demonstrate their learning in various ways. Both students and teachers reflect upon formative assessment data to identify strengths and weaknesses in knowledge and skills and to set goals for instruction and learning. Results are communicated *weekly* to students and parents via Focus (SDOC’s student information system).

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<sup>1</sup> See Appendix A for example assessments used by DP teachers at GWHS.

## (Formal) Summative Assessments

DP students at GWHS participate in summative assessments designed by the teacher, district, state, Collegeboard, and the International Baccalaureate (IB). Regardless of the creator, summative assessments provide an opportunity for students to demonstrate mastery of subject-specific content learning and skills at the end of a pre-determined period of instruction such as a unit or course.

- Students participate in *teacher-designed* summative assessments at the end of a unit or specified topic. Results are communicated as alphanumeric grades to students and parents via Focus, the SDOC's student information system.
- Students participate in subject-specific *district-designed* summative assessments at the end of each academic quarter (9-week period).<sup>2</sup> Results are communicated as alphanumeric grades to students and parents via Focus.
- Students participate in subject-specific *state-designed* summative assessments at the end of each academic school year. Results are communicated as achievement levels (1-5) to students and parents via reports sent to students' parents/guardians.<sup>3</sup>
- Students participate in subject-specific *Collegeboard-designed* summative assessments at the end of Advanced Placement (AP) courses. Results are communicated as achievement levels (1-5) to students and parents/guardians via the Collegeboard website.<sup>4</sup>
- Students participate in subject-specific *IB-designed* summative assessments throughout DP courses including internal assessments, and May/November exams.<sup>5</sup> Results are communicated to students and parents/guardians as achievement levels (1-7) via the IB candidate website.<sup>6</sup>

## STANDARDIZATION OF ASSESSMENTS

To ensure fidelity, teachers participate in weekly vertical and horizontal collaboration to design, implement, and grade summative assessments including internal assessments. Teachers who are the sole instructor for both Year 1 and Year 2 of a DP course virtually collaborate once per month with instructors at other IB World Schools within the SDOC.

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<sup>2</sup> The SDOC Department of High School Curriculum and Instruction designs standardized assessments for subjects that are taught at multiple schools. The data from these assessments is used to identify student strengths and weaknesses and plan for remediation before state-designed exams.

<sup>3</sup> DP students in Florida must take the following state-designed exams: English Writing and Reading, Algebra 1, Geometry, Biology, US History, and the Florida Literacy Civic Exam (FCLE). Florida Legislature. Title XLVIII, ch. 1003, sec. 4282, ss. (3). The 2022 Florida Statutes. 2022. [http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1003/1003.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/1003.html).

<sup>4</sup> <https://apstudents.collegeboard.org/view-scores>

<sup>5</sup> Students take most exams in May at the end of DP Year 2 except 6<sup>th</sup> subject elective 1-year SL courses which are taken in May at the end of the year of enrollment.

<sup>6</sup> <https://candidates.ibo.org/>

## ACCESS AND INCLUSION WITH RESPECT TO ASSESSMENTS

As school with a culturally rich and diverse population, GWHS takes great pride in helping all students meet their education goals. With regards to assessment, the GHS IB Programme adheres to all language and inclusion policies set forth by the local, state, and national governments as well as by the International Baccalaureate Organization (IBO). Access and inclusion arrangements include (but are not limited to):<sup>7</sup>

- Extended time
- Word processor
- Scribe
- Access to a glossary and/or dictionary
- Prompters

## ASSESSMENT GRADING

The SDOC and GWHS adhere to the following alphanumeric grade boundaries outlined in the Florida State Statutes:<sup>8</sup>

- Grade “A” equals 90 percent through 100 percent, has a grade point average value of 4, and is defined as “outstanding progress.”
- Grade “B” equals 80 percent through 89 percent, has a grade point average value of 3, and is defined as “above average progress.”
- Grade “C” equals 70 percent through 79 percent, has a grade point average value of 2, and is defined as “average progress.”
- Grade “D” equals 60 percent through 69 percent, has a grade point average value of 1, and is defined as “lowest acceptable progress.”
- Grade “F” equals zero percent through 59 percent, has a grade point average value of zero, and is defined as “failure.”

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<sup>7</sup> Not all classroom and school-based access arrangements will be available to students during state, national, and IB exams.

<sup>8</sup> Florida Legislature. Title XLVIII, ch. 1003, sec. 437. The 2022 Florida Statutes. 2022.

[http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1003/1003.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/1003.html).

## STANDARDIZATION OF ASSESSMENT GRADES

Although district and school leaders cannot require teachers to adhere to a specific grading policy, GWHS DP teachers are encouraged to utilize the following scale to convert IB assessment criteria to Florida's 100-point alphanumeric scale.

Grade	District/State Grading Scale	IB Grading Scale (Square Root Scale)
A	90-100	81-100
B	80-89	65-80
C	70-79	49-64
D	60-69	36-48
F	0-59	0-35

## RECORDING AND REPORTING STUDENT ASSESSMENT DATA

### School, District, and State Alphanumeric Grades

- Informal Assessment Communication

The SDOC requires teachers to provide at least one alphanumeric assessment of student performance each week. The SDOC uses Focus to provide quantitative and qualitative feedback about student performance. The system allows teachers to upload assignments, assign alphanumeric grades, and provide comments on performance. Students access the student portal with their provided student identification number and district password. All parents/guardians are encouraged to create an account to monitor their students' progress.<sup>9</sup> Both parents/guardians and students can communicate directly with their teachers through the portal.

- Formal Assessment Communication

The School District of Osceola County (SDOC) and GWHS follow a two-semester academic school year. Each semester is 18 weeks (90 days) of instruction divided into two quarters (9-week/45-day increments). Every quarter, students receive formal report cards with alphanumeric grades for each class. Students also receive alphanumeric semester grades (semester 1 is an average of a student's quarter 1 and quarter 2 grades, and semester 2 is an average of a student's quarter 3 and quarter 4 grades) and full year grades (an average of a student's semester 1 and semester 2 grades) for each class.<sup>10</sup> A student must earn a full year grade of "D" or higher to receive credit for a course.<sup>11</sup>

<sup>9</sup> Parent Portal Registration. Osceola County Schools. <https://osceola.focusschoolsoftware.com/focus/auth/>

<sup>10</sup> School Board of Osceola County. "2022-2023 Academic Calendar." 17 August 2022.

<https://www.osceolaschools.net/Page/2#calendar1/20220915/month>.

<sup>11</sup> Florida Legislature. Title XLVIII, ch. 1003, sec. 436 ss. (2). The 2022 Florida Statutes. 2022.

[http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1003/1003.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/1003.html).

### IB Assessment Communication

Before each examination session, the Diploma Programme Coordinator provides every candidate with a copy of their individual PIN report to access their results using the IBO Candidate website. It is the responsibility of each candidate to check their subject scores and diploma status when scores become available. The Diploma Programme Coordinator will be available the week that exam results are released to assist students with the process.

The Diploma Programme Coordinator will communicate subject area results, component results, and grade boundaries to teachers as the information becomes available.

### Other Assessment Communication

- Student progress on mandatory subject-specific state exams will be communicated with students and parents/guardians via a report distributed by the student's school.
- Student progress on Collegeboard exams (including SAT, ACT, and AP tests) will be communicated with students and parents/guardians via the Collegeboard website.

## ASSESSMENT CHALLENGES AND APPEALS

### Teacher-Designed Assessments

Students will use a Microsoft Form to initiate a conversation with a teacher about a question, comment, or concern about a teacher or district-designed assessment (including internal assessments).<sup>12</sup> The teacher will address the student's inquiry within a timely manner and document the inquiry and resolution in the student documentation tab on the student's Focus profile. The Diploma Programme Coordinator will act as a mediator between the teacher and student if a resolution cannot be reached. If necessary, the Diploma Programme Coordinator will escalate the inquiry to administration for resolution. **A student or parent should not escalate an inquiry immediately to the Diploma Coordinator, administrator, or district leadership without first contacting the teacher.**

### State-Designed Assessments

Students and parents/guardians can contact the GWHS testing coordinator: Nahida Mehta ([Nahida.Mehta@osceolaschools.net](mailto:Nahida.Mehta@osceolaschools.net)) with any questions or concerns regarding mandatory state assessments.

### Collegeboard-Designed Assessments

Students will contact the GWHS testing coordinator: Nahida Mehta ([Nahida.Mehta@osceolaschools.net](mailto:Nahida.Mehta@osceolaschools.net)) with any questions or concerns regarding Collegeboard assessments including the SAT, ACT, and AP exams.

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<sup>12</sup> See Appendix B

**IB-Designed Assessments**

Students will contact the Diploma Programme Coordinator ([Kathryn.bosco@osceolaschools.net](mailto:Kathryn.bosco@osceolaschools.net)) with any questions or concerns regarding IB assessments including examinations and the Extended Essay.

**RIGHTS AND RESPONSIBILITIES****Students****It is the right of *students* to:**

- be advised of assessment criteria (what learning outcome is being assessed and how it will be assessed) prior to assessment.
- receive meaningful feedback on assessments.
- receive appropriate assessment accommodations that comply with state and national regulations.

**It is the responsibility of *students* to:**

- participate in all formative and summative assessments to the best of their ability.
- reflect upon learning outcomes and rubrics while completing assessments.
- submit work that represents their individual abilities and adheres to
- monitor progress toward learning outcomes by regularly checking their grades in Focus.
- reflect on performance and set goals for improvement.
- communicate with teachers regarding assessments and grades.

**Teachers****It is the right of *teachers* to:**

- develop a grading policy for their classrooms (as long as it aligns with district and state expectations).
- provide input into the creation of a school-wide assessment calendar.
- address grade inquiries with students before they are escalated to school and/or district leadership.

**It is the responsibility of *teachers* to:**

- collaborate to create an assessment calendar
- use multiple and varied assessments.
- align assessments with curriculum and exam components.
- inform students of learning outcomes to be assessed prior to assessment.
- provide students with the rubric that will be used for each assessment.
- provide appropriate accommodations when legally required.
- provide meaningful quantitative and qualitative feedback that not only comments on student's current abilities but also their next steps.<sup>13</sup>
- align alphanumeric grading policy with quantitative and qualitative IB grade descriptors.
- input a *minimum* of 1 alphanumeric grade in Focus each week (a *minimum* of 9 alphanumeric grades per quarter).
- use a transparent and consistent naming system to identify assignments in Focus.
- provide descriptions of learning outcomes, assessment method, and success criteria for assignments in Focus.
- respond to student grade inquiries in a timely matter and document inquiry and resolution in the student documentation tab in Focus.
- guide student reflection and goal setting during the assessment cycle.
- upload course-specific assessment components including predicted grades and examples of student work.
- reflect upon formative and summative assessment data to guide instruction, remediation, and new learning.

<sup>13</sup> "What makes feedback effective and how do we deliver meaningful feedback?" The International Baccalaureate Organization. 21 June 2021. [https://resources.ibo.org/dp/works/dp\\_11162-417431?lang=en&root=1.6.2.6.5](https://resources.ibo.org/dp/works/dp_11162-417431?lang=en&root=1.6.2.6.5).



**It is the right of  
parents/guardians to:**

- be advised of mandatory assessments that impact a student's graduation.
- understand the learning objectives and criteria that are used to assess student progress.
- receive weekly assessment feedback from a student's teacher(s).
- receive quarterly, semester, and annual grade reports from a student's school.
- communicate with teachers and other appropriate school personnel regarding a student's progress in a course.

**It is the responsibility of  
parents/guardians to:**

- create a parent Focus Portal account.
- regularly check Focus and access informal and formal grade reports.
- contact teachers with comments, concerns, or inquiries about a student's progress.

**It is the responsibility of the *Diploma Programme Coordinator* to:**

- communicate IB-specific assessment and graduation requirements with students and parents/guardians.
- review individual student's academic progress to ensure participating in the DP does not interfere with state graduation requirements (see Access and Inclusion Policy).
- mediate grade inquiries between students, parents/guardians, and teachers and escalate inquiries to administration when appropriate.
- synthesize input from students and teachers to coordinate the school-wide assessment schedule.
- register students for examinations.
- apply for appropriate inclusive access arrangements for students.
- upload all relevant DP core assessment documentation for the Extended Essay, CAS, and TOK.
- adhere to annual assessment policies and procedures published by IBO.
- provide students with individual PINs to access exam scores from candidate website.
- be available the week that exam results are released.

**It is the responsibility of *school administrators* to:**

- provide a forum for teachers to standardize assessments and grading.
- inform students and parent/guardians of mandatory district, state, and national assessments.
- inform parents/guardians of platforms for home-school communication such as Focus and Remind.

**Appendix A: Examples of Varied and Multimodal Assessments<sup>14</sup>**

Assessment types		Modalities	Assessment types	
Results/solutions	Table	<b>Numerical</b>	Problem-solving steps/process	
Data analysis	Formula			
Thesis	Report	<b>Written</b>	Hypothesis	Blog
				Journal
Dissertation	Annotated extracts		Proposal	Wiki
Essay	Poem	<b>Visual</b>	Web portfolio	Note taking
	Proposal		Illustration	Highlighting text
			Concept or mind maps	Sketch
<b>Structured end-product</b>			<b>Fluid Processing</b>	
Presentation	Podcast	<b>Verbal</b>	Viva	Conversation
	Reading scripts		Interview	
		<b>Performative</b>	Debate	Group discussion
Performance	Lab experiment		Demonstration	Improvisation
Play	Theatre		Rehearsals	Practical activity
Product portfolio	Song	<b>Hybrid</b>	Process portfolio	Plan
				Steps
Video	Exhibition		Questions	Event
Building models	Representations		Observations	
			Strategies	Explanations
				Activity

<sup>14</sup> The International Baccalaureate Organization. "Universally-designed assessments: Varied and multimodal." *Teaching and learning informed by assessment in the Diploma Programme*. 6 June 2021. [https://resources.ibo.org/dp/works/dp\\_11162-417431?root=1.6.2.8.7&lang=en&odd=ibo.odd&view=div](https://resources.ibo.org/dp/works/dp_11162-417431?root=1.6.2.8.7&lang=en&odd=ibo.odd&view=div).

**Appendix B: Grade Inquiry Form**

# Grade Inquiry Form

Students: Please complete the following form to initiate a conversation with your teacher about an assignment grade.

Teachers: Please follow up with students and document inquiry and solution in the Student Documentation section of the Student Demographic tab in Focus.

When you submit this form, the owner will see your name and email address.

Required

1.Student Last Name

2.Student First Name

3.Teacher

4.Class Period

1st

2nd

3rd

4th

5th

6th

7th

8th

5.Assignment Title (as it appears in Focus)

6.What comment, question, or concern do you have about this assignment?

7.What is your proposed solution?