

Assessment Policy

Sebastian River High School

Purposes of Assessment:

Assessments of any form are designed to be indicators of learning. Assessments should support and encourage student learning by providing feedback and measuring achievement through the objectives for each subject. Assessments can promote positive student attitudes regarding learning while supporting intercultural awareness. Assessments are critical tools used to develop effective teaching and should provide students, parents, teachers, and administrators with information to support student learning. SRHS expects our students to be life-long learners. This passion starts in the classroom daily with each teacher. In order for the students to be knowledgeable inquirers, we want them to be thinkers, and this is monitored through various types of assessments. From formative to summative, students are evaluated based on benchmarks, rubrics, and criteria from both state and IB expectations.

Understanding that assessment is the tool that allows teachers to analyze what has been learned by students, Sebastian River High School has the following assessment policy. DP teachers use a variety of assessments to measure student achievement. Students are assessed regularly, using diagnostic, formative and summative assessments. Diagnostic assessments are used to assess prior knowledge and skills in order to guide planning and teaching for effective learning. Formative assessments occur during the teaching and learning process and are designed to provide feedback to both the teachers and the students regarding student learning and the effectiveness of instructional practices. Curricular and/or instructional modifications or adjustments are made when indicated by student assessment data. Summative assessments occur at the end of the instructional unit and are designed to measure the student's mastery of the knowledge and skills taught. Self-reflection is an important part of the assessment process for both teachers and students. Assessments may take the form of lab work, student performances, oral presentations, research papers, essays, projects, etc. DP teachers use their subject area guides, DP developed syllabi, and the DP assessment markschemes, as well as other rubrics, to evaluate student progress. DP teachers utilize practice papers to gauge student performance and for student self-reflection.

IB DP Internal Assessment:

Internal assessments are mandatory assessments completed during the 11th and 12th grade that focus on skills as well as the subject content. These assessments are graded by the classroom teacher using the rubric published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, science lab reports, math portfolios, and other major projects. Internal assessments can 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:

External IB assessments are mandatory assessments that are completed during the 11th and 12th grade that are not scored by the classroom teacher. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. It is very important to note that students must take the external assessment (IB exams) on the assigned test date.