

## **Beaumont School International Baccalaureate Diploma Programme Assessment Policy**

**Beaumont Mission Statement:** Beaumont School is a Catholic school in the Ursuline tradition that educates women for life, leadership and service.

Beaumont is dedicated to a college preparatory and International Baccalaureate liberal arts education that is rooted in Jesus Christ and inspired by the spirit of St. Angela. The single sex, culturally diverse learning environment encourages every student to develop the qualities she needs to thrive personally, spiritually, and professionally in an evolving global society.

Beaumont is sponsored by the Ursuline Sisters of Cleveland in collaboration with its lay educators. Beaumont is dedicated to Catholic, college preparatory liberal arts education for young women in a multicultural setting.

### **Philosophy**

Beaumont is dedicated to a college preparatory and International Baccalaureate liberal arts education. The curriculum, modeled by the Understanding by Design philosophy and template, has a three-stage approach that follows a backward design. The first stage in this is for faculty to “Identify desired results” when creating a lesson. Teachers will decide what enduring understandings are desired in a particular lesson. Teachers then are able “determine acceptable evidence”. This evidence refers to the variety of formal and informal, formative and summative assessments that take place throughout a unit. The faculty uses a variety of evidence that may include such things as: performance tasks, observations, dialogues, projects, and traditional quizzes and tests. When applying this strategy “the assessments serve as teaching targets for sharpening the focus of instruction and editing the past lessons, because they define in very specific terms what we want students to understand and be able to do.” (Wiggins & McTighe, 2005) The final stage is to “plan learning experiences” by which students gain the knowledge and skills needed to achieve the desired results in our assessments.

### **Principles**

- **Assessments illustrate effective approaches to teaching and learning.**
- **Assessments can and should take various forms and methods.**
- **Student learning is evaluated using predetermined criteria.**
- **IB assessments allow administrators, teachers, students, and parents to evaluate student progress relative to state, national, and worldwide performance.**
- **Assessments will be both formative and summative.**
- **Assessments must be fair, meaningful, and consistent.**
- **Parents and students have access to grades using Parent and Student Portals.**
- **Teachers receive training on and integrate the IB Approaches to Teaching and Learning into their courses to further develop their quality approaches to assessment.**

## Diploma Programme Assessment Criteria

The International Baccalaureate uses both internally and externally assessed components to assess student performance. For most courses, written examinations at the end of the DP form the basis of the assessment.

In most subjects, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB. IB uses both internally and externally assessed components to assess student performance. Internal assessment include, but are not limited to: essays, structured problems, short-responses, case-study questions, etc. External assessments include, but are not limited to: oral work in languages, laboratory work in the sciences, investigations in mathematics, artistic performances, etc.

## Frequency of Assessments

Both internal and external assessments dates can be found in the Exam Schedule Calendar found on the school website.

## Beaumont Grading System

Grade	Percentage Range	Grade Points
A+	97-100	4.3
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	62-60	.7

F	59 and below	0
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Grade point averages are computed on a 4.5 scale; Advanced Placement, International Baccalaureate and Honors courses are weighted by a 0.5 increment. Most four-year colleges and universities recommend that a high school student earn at least a C+ (2.5) cumulative GPA to be considered for acceptance.

### **IB Grading Scale**

Marks in IB courses are reported using the IB 1 - 7 scale as described below. The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course.

7	Excellent Performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance
1	Very Poor Performance

### **Recording and Reporting**

Grades will be recorded and posted on PowerSchool which provides online, 24-hour access for students and parents. Grades are updated weekly. Work will be returned with meaningful feedback. Students receive report cards quarterly, while credit is awarded by semester.

IB marks are reported through a student transcript that is additional to their Beaumont School transcript.

### **Standardization of Assessment Score**

All IB teachers participate in course specific training. During training and subsequent professional development, instructors learn how to reliably mark student's assessments.

### **Homework**

Students at Beaumont School should expect to receive 2 to 3 hours of homework each night. The time will vary depending on particular course loads and type of assignment. Homework assignments are designed to provide an opportunity for pre-learning, understanding, practice, and processing. Regular assigned homework has been proven to have a positive correlation with performance on assessments.

**DP Assessments and State Testing**

When applicable, Beaumont will substitute IB assessments and scores for End-of-Course Exams in order to fulfill graduation requirements set by the Ohio Department of Education.

**Policy Distribution and Review**

This policy was developed by the Beaumont School IB Team. This policy will be reviewed and revised annually by the IB Team. This policy was last reviewed by the team in March of 2021 at the IB Team Meeting. All Beaumont IB Policies will be communicated on the school's website.

**Connections to Other Policies**

The Academic Honesty Policy (found in the Student Handbook) is applicable when completing assignments, homework, formative assessments and summative assessments, and all IB Diploma 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 IEP or SEGO plan.