



IB Diploma Programme Assessment Policy 2024-2025

Name of Policy	Assessment Policy
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Related Documents	<i>La Paz Handbook, Student-Family Handbook</i>

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OVERARCHING PHILOSOPHY

La Paz Community School's assessment focuses on process as well as product in student development of knowledge, attitude, and skills. Students are responsible for creating assessment portfolios with samples of student work, student and group reflection, and student self-assessment in addition to teacher and peer feedback. Preschool assessment is primarily narrative, and kindergarten–10th grades include both numerical evaluation, narrative assessment, and portfolios.

In 1956, Benjamin Bloom created a classification of learning objectives known as Bloom's Taxonomy, which consists of three categories: cognitive, which focuses on mental skills (knowledge); affective, which focuses on growth in feelings or emotional areas (attitude); and psychomotor, which focuses on manual or physical skills (skills). According to Bloom's Taxonomy, after a learning episode, the learner should acquire new knowledge, attitude, and/or skills: the learning happens more easily/readily based on creating, evaluating, analyzing, applying, understanding, remembering.

From Kindergarten through 8th grade, student work and socioemotional development is assessed with a grading rubric from zero to four (0: No Evidence, 1: Emerging, 2: Developing, 3: Proficient, 4: Exemplary) with final trimester grades rounded to the nearest $\frac{1}{2}$ point. In grades 6-8, mid trimester and final trimester grades include a personalized comment and an academic grade based on the student's ability to understand and apply the content as per Bloom's Taxonomy. Additionally, in grades 9-12 La Paz utilizes a grading system of 1-7 that is aligned with the IB program.

In order to best prepare students for IB expectations and their post-secondary learning, La Paz will assess students in grades 9-12 (Chirripó) utilizing the IB 1-7 scale. Two grades will be awarded per trimester that will then be

combined for one final grade rounded to the nearest tenth. One will be 60% of the grade, represented by a combination of formative and summative assessments based on IB expectations and rubrics. The other "task and habits" grade (40%) will holistically assess overall performance through a rubric based on class assignments, projects, and homework. The final grade earned for transcript purposes at the end of the year will be an average of the three academic grades representing 60% and the three tasks and habits grades representing 40%.

GENERAL ASSESSMENT GUIDELINES

It is recommended that there be no differentiation between core courses and other subjects on how they are graded. All subjects need formative and summative assessments based on skills and objectives that are defined on an assignment basis.

Formative assessments are used on an ongoing basis to check for understanding and to achieve the highest levels of success on the summative assessment. Rubrics or checklists are clearly presented for each summative assessment.

Feedback will be given at regular intervals using different methods in order to provide students with accurate and prompt input about their current levels of achievement and ways that they can improve. Feedback can be provided through verbal conferences, emails, or through ManageBac.

Teachers will provide students with examples to illustrate high levels of achievement.

Teachers will provide students with multiple opportunities throughout the course to reflect upon their achievement based on meaningful feedback.

LA PAZ GRADING SCALE

9th Grade up to 10th Grade

Grade 7: Exceptional (92-100)

- Demonstrates superior knowledge and understanding of the subject matter.
- Shows a sophisticated level of critical thinking and independent thought.
- Consistently applies skills and concepts effectively.
- Produces work that demonstrates consistent, insightful growth of skill.
- Shows a comprehensive understanding of complex ideas and can make cohesive and insightful connections between different concepts.

Grade 6: Advanced (84-92)

- Demonstrates a solid knowledge and understanding of the subject matter.
- Shows good critical thinking skills and independent thought.
- Applies skills and concepts effectively in most situations.
- Produces work of a high standard.
- Shows a good understanding of complex ideas and can make connections
- between different concepts.

Grade 5: Proficient/ (76-83)

- Demonstrates a sound knowledge and understanding of the subject matter.
- Shows some critical thinking skills and independent thought.
- Applies skills and concepts effectively in many situations.

- Produces work of an acceptable standard.
- Shows a reasonable understanding of complex ideas and can make some
- connections between different concepts.

Grade 4: Adequate (68-75)

- Demonstrates a basic knowledge and understanding of the subject matter.
- Shows limited critical thinking skills and independent thought.
- Applies skills and concepts with some success in familiar situations.
- Produces work that meets minimum requirements.
- Shows a limited understanding of complex ideas and struggles to make connections between different concepts.

Grade 3: Emerging (60-67)

- Demonstrates a limited knowledge and understanding of the subject matter.
- Shows minimal critical thinking skills and independent thought.
- Struggles to apply skills and concepts effectively.
- Produces work that is below the expected standard.
- Shows a weak understanding of complex ideas and struggles to make connections between different concepts.

Grade 2: Basic (52-59)

- Demonstrates a very limited knowledge and understanding of the subject matter.
- Shows little critical thinking skills and independent thought.

- Struggles to apply skills and concepts.
- Produces work that is significantly below the expected standards.
- Shows a very weak understanding of complex ideas and struggles to make connections between different concepts.

Grade 1: Minimal Evidence

- There is no evidence or minimal evidence of the required knowledge and understanding of the subject matter.
- No critical thinking skills or independent thought is demonstrated.
- Does not apply skills and concepts.
- Does not produce acceptable work.
- Does not show understanding of complex ideas and cannot make connections between different concepts.

Grade 0: Not Attempted

- The student did not submit any work or did not attempt the assessment.
- No grade can be given for lack of participation.

IB DIPLOMA PROGRAMME GRADING SCALE

For grades 11th and 12th the IB scale of 1-7 is used because it is related to the skills of the students. The grade boundaries related to the bands are new every school year and are based on the May examination session results. The assessment in the IB Diploma Programme is criterion-related, allowing student achievement to be judged against clearly defined pre-determined descriptors per subject.

The IBDP coordinator along with the IBDP teachers collaboratively create and publish a timeline for internal and external assessment requirements to help students plan ahead and manage their workload.

If a student misses an assessment, it is their responsibility to make up the assessment after school. Due to scheduling constraints, make-up assessments cannot be taken during class time. Make-up sessions are scheduled on Mondays or Thursdays from 3:00-4:00 in the Library. Students must complete the missed assessment on the Monday or Thursday immediately following their absence unless communicated otherwise with the instructor..

Trimester Grading Breakdown

In each subject, the evaluation will consist of two components, with the following weightings:

- 60% for academic IB-related work, encompassing tasks such as papers, internal assessments, lab reports, and individual oral commentaries. A minimum of two IB-related work assessments will be conducted in each trimester without exception.
- 40% for academic tasks and habits, which includes classwork, homework, effort, participation, and overall responsibility.

The combination of these two percentages will yield a single, comprehensive trimester grade for each subject.

Mid-Trimester Progress Reports

At the midpoint of each trimester, students and their parents/legal guardians will receive a progress report containing a preliminary grade projection for that trimester. The purpose of this report is to assist students in assessing their

current standing and making informed decisions while there is still ample time for adjustments. It is important to note that this progress report score is subject to change, either increasing or decreasing, based on the student's performance for the remainder of the trimester. This progress report does not go on the students' record.

The Mid-Trimester Progress Report will comprise partial scores and comments for all subjects, which include: English A, Spanish A, Business Management, Global Politics, Biology, Mathematics: Analysis and Approaches, Mathematics: Applications and Interpretation, Visual Arts, Theatre, and TOK.

In the CAS (Creativity, Activity, Service) and EE (Extended Essay) classes, assessments will provide detailed comments on each student's progress within their personal development journey.

Internal Assessments

For awarding comments and grades to each internal assessment, IBDP teachers at both campuses will work directly with the rubric established for this purpose. Before submitting the comments and score on IBIS, the teachers from both campuses will discuss their scores and comments to find support and agreement. Weekly collaborative meetings will be organized per subject within the teachers' schedule for alignment purposes at all curriculum and assessment levels.

Predicted Grades

In the prediction of the grades process, the IBDP faculty engages in collaborative discussions per subject to ensure equity, fairness, and alignment. Predicted grades are meticulously awarded, taking into account the students' overall performance throughout the two-year program, performance in mock evaluation tests, and the quality of work completed during their Internal Assessment

(IA) and Extended Essay (EA) processes. This comprehensive approach aims to provide accurate results that will not affect students' results on any campus.

Predicted grades will not be disclosed to students or parents/legal guardians, and will be exclusively forwarded to the International Baccalaureate Organization (IBO) and to any universities that may necessitate this information for admissions purposes in advance. The confidentiality of predicted grades will be strictly maintained.

Ministry of Public Education (MEP) Diploma

The Ministry of Public Education stipulates in Executive Decree No. 40956-MEP that students who successfully attain the Diploma Programme Diploma are automatically awarded the "Bachillerato en Educación Media" (article 7). In cases where the Diploma is not obtained, students must fulfill the requirements outlined in articles 8a, 8b, 8c, and 8d:

- Attainment of a minimum grade of:
 - Band 3 or higher in Group 1: Studies of Language and Literature (Spanish)
 - Band 2 or higher in Group 2: Foreign Languages (English)
 - Band 2 or higher in Group 4: Science
 - Band 2 or higher in Group 5: Mathematics
- Successful completion of the Estudios Sociales course and Social Studies standardized tests (article 10b), if available.
- Completion and passing of the Cívica course (article 10c).
- Completion of CAS (article 13).

IB DIPLOMA PROGRAMME RETAKE CATEGORY AND DEFERRING SUBJECTS TO A DIFFERENT SESSION

La Paz Community School does not have an obligation to register candidates seeking to retake one or more subjects. Consequently, the school will not accept retake candidates for any examination session. Deferment of tests to subsequent examination sessions will generally not be permitted, with exceptions considered only in cases of health issues or family losses that prevent the student from participating in the scheduled tests for that examination session.

PROJECT-BASED LEARNING

Learning by doing gives students the opportunity to explore topics in a student-centered way that empowers them to take ownership of and give relevance to the content. La Paz's academic program emphasizes the use of individual and group projects to effectively access the curricular content. The La Paz Anchor Projects and Creativity, Activity and Service (CAS) program enrich the experiential learning at La Paz through both community service and environmental stewardship.

An intense focus on creative social action provides students an opportunity to interact with teaching content with authenticity, curiosity, and relevance. The students show commitment over time to a project and use their own voice to present their learning. They reflect on their actions throughout the process and

conduct extensive revision. Students have the opportunity to engage in the community and present their work at the end of the project.

Starting in grades 9-12, students will start to have a transition to more rigorous academic assessments to better prepare them for the IBDP exams and support their academic development.

HOMEWORK POLICY

Due to the diverse nature of the different subjects, the format of the homework varies accordingly. Students are expected to deliver homework on time and to the best of their ability. Homework is given to enrich student's understanding of a concept or subject and to support the learning process.

Parent Responsibility Related to Homework

- Provide a quiet space and sufficient time for students to work at home.
- Keep an open dialogue about school related projects and homework expectations with students and teachers alike.

Student Responsibility Regarding Homework

- Check in on ManageBac regularly for grades 6-12.
- Make up all work due to an absence.
- Turn in all homework in a timely manner.
- Attendance is mandatory with students being prepared for class with all necessary tools and a positive attitude ready to learn
- Assignment submissions after the due date, without justification, are not

allowed in 9-12 and in that case the obtained grade is a 0.

Teacher Responsibility Regarding Homework

- Assure that the work is meaningful and related to the skills that are being taught.
- Check the general calendar to make sure that the homework is not causing an unbalanced load for the student after school.
- Provide timely and effective feedback on the assigned task.

DIFFERENTIATION AND SPECIAL NEEDS LEARNERS

La Paz recognizes that ALL students

- have different learning styles.
- have different cultural experiences, expectations, and needs.
- perform differently according to the context of learning.
- need to know their achievements and areas for improvement in the learning process.
- should receive feedback that is positive and constructive.

In addition, students may require a formalized plan to address specific learning challenges which is developed through the Behavior and Education Support Team (BEST) program. It is the responsibility of individual teachers to implement the plan based upon BEST recommendations.

