



South Dade Senior High School

International Baccalaureate Diploma Programme

Assessment Policy

Philosophy

At South Dade Senior High School (SD), we believe and expect that all students have the ability to achieve. Assessment is a vital component of teaching and learning, serving as a tool to guide instructional decisions, support student growth, and reflect on progress. In alignment with the International Baccalaureate (IB) philosophy, we use assessment to encourage inquiry, critical thinking, and the development of the IB Learner Profile attributes. Our assessments are designed to be fair, transparent, and supportive of students' intellectual, social, and emotional development. We are committed to providing rigorous and challenging curriculum aligned to IB standards and MDCPS policies, while ensuring that all students are given the time, support, and resources necessary to achieve at the highest levels.

Rights and Responsibilities

All members of the South Dade Senior High School IB community share responsibility for maintaining high standards in assessment:

- Students have the right to fair, transparent, and constructive assessment, and the responsibility to submit authentic work and meet deadlines.
- Teachers have the right to professional development and resources to conduct assessments effectively, and the responsibility to use IB assessment criteria consistently.
- Families have the right to be informed of student progress and the responsibility to support students in meeting academic expectations.
- The school leadership has the responsibility to ensure that assessments align with IB and MDCPS requirements and to provide structures for internal moderation and standardization.

Effective Assessment Practices

Effective assessment at South Dade Senior High School is:

- Aligned with IB subject criteria and learning objectives.
- A balance of formative assessments (to provide feedback and guide learning) and summative assessments (to measure mastery).
- Inclusive and accessible, taking into account students' diverse needs and language profiles.
- Supported by clear instructions, rubrics, and timely feedback.
- Designed to develop higher-order thinking skills as well as foundational knowledge.

Most recent review: August 13, 2025. In consensus with school representatives and IB Teachers and Administrators

Recording and Reporting

Assessment data is recorded consistently in alignment with MDCPS grade reporting cycles. Progress reports are issued mid-quarter and report cards are issued quarterly. IB assessment criteria are communicated to students at the start of each course, and achievement levels are recorded using both the MDCPS grading scale and the IB 1–7 scale where applicable. Student and family access to grades is available via the MDCPS Student and Parent Portals.

Alignment with MDCPS Grading

While IB uses a 1–7 grading scale and criterion-referenced assessment, MDCPS uses a letter grade system with GPA weighting for honors, AP, and IB courses. Teachers ensure that both systems are applied consistently, with IB criteria guiding assessment of mastery and MDCPS grades reflecting progress in the course. Final IB grades may differ from MDCPS grades due to differences in weighting and assessment components.

Internal Moderation and Standardization

To ensure fairness and alignment with IB standards:

- Teachers participate in internal standardization meetings to align marking with IB criteria.
- Samples of student work are reviewed collaboratively before final internal assessment marks are submitted.
- The IB Coordinator oversees the moderation process to ensure all marks reflect IB standards.
- Feedback from IB examiners is used to refine assessment practices annually.

Policy Review

This policy is reviewed annually by the IB Coordinator, faculty, and school leadership to ensure continued alignment with IB and MDCPS requirements.

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