



GLEN  **AK**
HIGHSCHOOL

International Baccalaureate

DIPLOMA PROGRAMME

Assessment Policy

Drafted January 2017
Revised March 2017 & January 2018



Assessment Philosophy and Principles

Education is the process by which lifelong learners grow in their attributes of inquiry, reflection, communication; and knowledge. Effective learning includes several essential elements, one of which is teaching informed by assessment. GlenOak High School believes in data-driven assessment as a means for measuring student growth. The goal of assessment in education is to support curriculum standards and student learning. Assessment reflects the adopted curriculum, is based on established assessment criteria, and is communicated effectively to students through assessment results and analysis. The GlenOak High School International Baccalaureate Diploma Programme will be founded on IB approaches to teaching and learning and criterion referenced assessments. IB teachers will also support student learning through policies and procedures adopted by the Plain Local School District.

Purposes of Assessment

The Plain Local School District has adopted the following policy indicating the purpose of assessment for GlenOak High School students:

"The Board of Education shall assess student achievement and needs in all program areas . . . the purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and the educational achievement goals of this District.

The District shall require that all appropriate staff have knowledge of the prescribed standards of ethical assessment practice and shall monitor the assessment practices for compliance with these standards. These duties shall include:

1. communicating standards of ethical assessment practice
2. communicating security procedures for assessment
3. establishing procedures for reviewing assessment materials and procedures and assessment preparation materials and procedures;
4. establishing channels of communication that allow teachers, other educators, students, parents, and other members of the community to voice concerns about assessment practices;
5. establishing written procedures for investigating complaints, allegations, and/or concerns about assessment practices; protecting the rights of an individual, the integrity of an assessment, and the results of an assessment." (*Bylaws and Policies 2623- Student Assessment and Academic Intervention Services*)

Indicators of Effective Assessment

The GlenOak High School IBDP supports the following indicators of effective assessment practice:

1. Emphasis on criterion-related assessment which is based on identified levels of attainment
2. Formative processes for developing student learning to be demonstrated in formal IB assessment
3. Valuing the most accurate demonstration of student performance, as submitted for IAs
4. Examining student understanding of the curriculum at the end of the course, based upon the whole course
5. Developing student learning skills to be able to not only recall learned information but also adapt and apply knowledge and skills to new questions and contexts (modified from *Guidelines for developing a school assessment policy in the Diploma Programme*, 3)

International Baccalaureate Principles

The GlenOak High School IBDP teachers and pedagogical leadership team believe in assessment that supports student learning as outlined in *Programme Standards and practices*, Standard C4: Assessment:

- C4:1 Assessment at the school aligns with the requirements of the programme.
- C4:2 The school communicates its assessment philosophy, policy, and procedures to the school community.
- C4:3 The school uses a range of strategies and tools to assess student learning.
- C4:4 The school provides students with feedback to inform and improve their learning.
- C4:5 The school has systems for recording student progress aligned with the assessment philosophy of the programme.
- C4:6 The school has systems for reporting student progress aligned with the assessment philosophy of the programme.
- C4:7 The school analyses assessment data to inform teaching and learning.
- C4:8 The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- C4:9 The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of...the Diploma Programme extended essay...

GlenOak High School IB Assessment Practices: Assessment for learning and assessment of learning

Approach to Formative Assessment

Formative assessment is designed and results are communicated to help students and teachers identify learning outcomes prior to a summative assessment based on the curriculum. Formative assessment is assessment for learning; the assessments serve as learning tools for both students and teachers. There are several main considerations for formative assessments.

Formative Assessment for Students

The first approach for formative assessment is for students to demonstrate current knowledge of curriculum through pre-assessments. Based on the performance on a pre-assessment, both the students and teacher are able to assess the level of mastery in curriculum, including writing skills. A pre-assessment is designed in the similar format and criteria as the summative assessment.

The second approach to formative assessment is the role of classwork and homework in learning. Students are active participants in learning and need to spend time reading, discussing, writing, and reviewing curriculum to not only learn for recall but for conceptual understanding that creates analysis and synthesis of knowledge. Homework and classwork are utilized as an approach to teaching including inquiry-based learning, independent and collaborative experiences, and differentiation to meet the needs of different learners.

The third approach to formative assessment is the variety of ways teachers can assess student learning as learning happens. Formative assessments may take the form of writing assignments, seminars, projects, labs, and readings/questions. An essential element of formative assessments is the need for student and teacher self-reflection of learning and teaching. Formative assessments should communicate learning strengths and weaknesses of students to both the teachers and students.



Formative Assessment for Teachers

Teachers utilize formative assessment to inform their teaching. There are a plethora of ways teachers can engage in formative assessment, including, but not limited to, the role for formative assessment for students as described above; vertical and horizontal collaborative planning; IB professional development; and OCC resources and teacher connections. IB collaborative planning as a professional learning community (PLC) is essential for the self-reflection and formative assessment process for teachers.

Approach to Summative Assessment

Summative assessment is designed and communicated through planned, criterion-referenced rubrics based on the curriculum. Summative assessment is assessment of learning; the assessments serve as the demonstration of student learning. IB assessment scoring is determined through criterion referenced rubrics in multiple areas. Teachers in each subject area will utilize assessment criteria throughout the courses to help students learn through formative assessment so that they can perform to their highest abilities on summative assessments including but not limited to external exams in May during DP students' senior years.

Through the process of teaching students, one important and necessary component for teachers is the development of a process for standardization of assessment of student work. When only one teacher is instructing a course, the teacher must work to accurately assess student work based upon IB criteria per subject and per assessment; when more than one teacher instructs a course, both teachers must work collaboratively to align and standardize assessment of student work. Teachers have access to the OCC's resources for assessment criteria and standardization; before teaching IB courses all teachers will attend and participate in IB training in IB for Category 1 if new teachers, Category 2 for course revisions, and Category 3 for advanced training.

Differentiation and Accommodations in Assessment.

Effective teaching includes differentiated instruction, learning, and assessment to meet the needs of all learners. Because learners have differing growth rates of learning skills and subject content, they are also able to demonstrate the learning through assessment at different rates. GlenOak High School IB teachers are experienced educators trained in approaches to teaching and learning; they understand that learning and assessment is scaffolded, and will work collaboratively to differentiate and accommodate learning and assessment experiences for IB learners. Please see GlenOak High School Language Policy and Special Education Needs Policy for additional resources and support for EL students and students with disabilities.

Academic Honesty in Assessment

GlenOak High School IBDP students are expected to adhere to the GlenOak High School Academic Honesty Policy. IB teachers will work collaboratively with students to understand effective referencing, resources for learning and assessment, and types of academic malpractice. Students and teachers will have access to referencing resources and the IB programs for completing writing assessments, including Turnitin and ManageBac. Please see the GlenOak High School Academic Honesty Policy for additional details, resources, and procedures related to academic honesty and malpractice in the IBDP.



GlenOak High School Grading and Marking Policy Specific to IB Courses

GlenOak High School IB teachers will create, administer, grade, and communicate assignments based on course curriculum and assessment criteria. Additionally, IB teachers will be expected to follow the GlenOak High School grading policy as well as work with guidance counselors, principals, and other educators to ensure IB students are also fulfilling state requirements for graduation and the Honors Diploma (when applicable).

International Baccalaureate Diploma Programme Grade Scale

GlenOak High School IB teachers will utilize criterion referenced assessment rubrics to score and provide feedback to students according to the following IBDP scoring standards:

IBDP Subject Courses

- 7 - Excellent
- 6 - Very good
- 5 - Good
- 4 - Satisfactory
- 3 - Mediocre
- 2 - Poor
- 1 - Very poor

Theory of Knowledge/Extended Essay

- A - Excellent
- B - Good
- C - Satisfactory
- D - Mediocre
- E - Elementary
- N - No grade

Assessments will then be converted in appropriate, scaffolded, grading for GlenOak High School's grading scale. IB teachers will encourage and model self-reflection, revision, and growth in student learning so that grades reflect a student's most accurate representation of learning.

GlenOak High School Grading and Grade Scale

GlenOak High School grades are communicated and calculated based upon two semesters per year; the each semester includes two nine-week quarters with each worth 40% of a semester grade and a semester exam worth 20% of the semester grade. During each quarter, assessments will be administered as either summative, worth 80% of the quarter grade, or formative, worth 20% of the quarter grade. Examples of summative assessment may include tests, writing assignments, quizzes, projects, labs, and seminars. Examples of formative assessments may include homework, classwork, practice questions and writing assignments, bell ringers and exit tickets, seminars, projects, and quizzes. Teachers are expected to have several assignments per type of assignment per quarter.

Grades are recorded in the online program *Sungard*, operated through Stark County Educational Service Center. Report cards are generated by computer and communicated to students four times per year, usually one week after the end of the grading period. The grading scale is as follows:

<u>Percentage Range</u>	<u>Letter</u>	<u>Point Value</u>
90-100	A	5.000/4.000
80-89	B	4.000/4.000
70-79	C	3.000/4.000
60-69	D	1.000/4.000
0-59	F	0.000/4.000



State of Ohio Graduation Requirements

GlenOak High School guidance counselors and IB coordinator will work collaboratively in scheduling and advising DP students in the programme as well as students taking one or more IB courses to ensure fulfillment for both the state of Ohio graduation requirements and IBDP expectations and considerations.

Internal and External IB Assessments Calendar

Every year, the IB Assessment Calendar will be created, distributed, and discussed with all IB students and teachers for the two-year IB course cycle. It is essential for students and teachers to understand the flow and cycle of internal and external assessments for the two-year IB courses for proper planning, preparation, studying, and managing of stress. IB students, teachers, and coordinator will communicate at least monthly through the IB Core course and IB Collaborative Planning PLCs to ensure adherence to the Assessment Calendar and also to make teaching and learning adjustments based upon student and teacher needs and school changes. Please see ***GlenOak High School IB Internal and External Assessments Calendar 2018-2020*** in ***Appendix B*** for more details.

IBDP Recording and Reporting

GlenOak High School IB teachers and the IB coordinator will also adhere to the IB assessment protocol for recording, reporting, and assessing internal and external assessments as specified in the *Handbook of Procedures for the Diploma Programme* yearly. IB teachers and the IB coordinator will collaboratively plan and communicate the IB Testing Timeline of dates for teachers and the coordinator. IAs will be retained in paper and electronic form by the IB teachers and coordinator. The IB teachers and coordinator will collaboratively record IAs and PGs through IBIS and submit requested papers for moderation. The IB coordinator, in cooperation with IB teachers, will schedule May IB assessments, secure testing papers, and organize and train invigilators. The GlenOak High School IB coordinator and testing coordinator will also work collaboratively on testing due to the numerous AP exams also administered during the same testing season as IB papers. Please see ***GlenOak High School IB Calendar and Dates to Coordinator 2018-2020*** in ***Appendix C*** for details.

Assessment Roles and Responsibilities for Implementing, Evaluating, and Training Teachers

All IB teachers will have received, and will continue to receive, IB training in subject areas when teaching IB courses. It is the collective responsibility of the IB teachers, IB coordinator, and IB Head of School to communicate about assessment and training. The IB coordinator will be responsible for new and revised course training for current and new IB teachers. The pedagogical leadership team will facilitate the frequent and consistent collaborative planning for IB teachers, which will include time, information, and updates on assessment. GlenOak High School IB teachers will be evaluated based on the Ohio Teachers Evaluation System (OTES) as mandated by the state of Ohio and Plain Local Teachers Association (PLTA) collective agreement for 2017-2020. The evaluation of IB teachers will include the formative and summative assessment process and results based upon the IB curriculum and assessment criteria.



Teachers will have supported access to the Online Curriculum Center for use of subject guides, teaching tools, sample lessons, assessment criteria and rubrics markschemes of previous exams, and communication with other IB teachers. During IB Collaborative Planning, IB teachers will work together on strategies for effective teaching and learning and assessing student growth. GlenOak High School is currently focused on data-driven instruction as the primary tool for improvement in school and student growth; IB teachers will utilize data-driven instruction in courses based upon IB Approaches to Teaching and Learning.

Communication of Assessment Policy

GlenOak High School's Assessment Policy will be available from guidance counselors and the IB coordinator in written form and on the school's IB website once authorized as an IB World School. Guidance counselors and the IB coordinator will communicate the Assessment Policy when students are committing to being a DP candidate before the junior year begins and when taking individual IB courses during the junior and senior year. Teachers will also communicate the Assessment Policy in class and the essence of the policy through course syllabi and teaching strategies.

Policy Review

Once accepted as an IB World School, the Plain Local Board of Education will formally adopt the GlenOak High School International Baccalaureate Diploma Programme Assessment Policy. GlenOak High School's Assessment Policy will be reviewed and updated every five years in a regular cycle in conjunction with GlenOak's self-evaluation of the IBDP, beginning in the fall of 2023 and/or as needed based upon internal school bylaws and policy changes and IB expectations. The Assessment Policy review will be led by the IB Coordinator, with assistance from IB teachers, Testing Coordinator, and the IB pedagogical leadership team. The Assessment Policy will be updated based upon adopted Plain Local School District Board of Education Grading Policy and IBDP Assessment guidelines and criteria.



Appendix A

References & Resources

2016-2017 Student Handbook. GlenOak High School, August 2016.

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Appendix B

GlenOak High School IB Internal and External Assessments Calendar 2018-2020

<i>COURSE</i>	<i>ASSESSMENT COMPONENT</i>	<i>DATE</i>
<i>GROUP 1</i>		
English A L/L SL	IA IOC	May 1-15, 2019
	IA FOA #1	December 1-15, 2018
	IA FOA #2	December 1-15, 2019
	Written Task #1	November 1-15, 2018
	Written Task #2	November 1-15, 2019
	Written Task #3	February 15-28, 2020
	Paper 1	April/May 2020
	Paper 2	April/May 2020
English A L/L HL	IA IOC	May 1-15, 2019
	IA FOA #1	December 1-15, 2018
	IA FOA #2	December 1-15, 2019
	Written Task #1	November 1-15, 2018
	Written Task #2	February 15-28, 2019
	Written Task #3	November 1-15, 2019
	Written Task #4	February 15-28, 2020
	Paper 1	April/May 2020
Paper 2	April/May 2020	
<i>GROUP 2</i>		
French B SL	IA Individual oral	December 15, 2019- February 15, 2020
	Paper 1	April/May 2020
	Paper 2	April/May 2020
Spanish B Ab initio	IA Individual oral	December 15, 2019- February 15, 2020
	Paper 1	April/May 2020
	Paper 2	April/May 2020
Spanish B SL	IA Individual oral	December 15, 2019- February 15, 2020
	Paper 1	April/May 2020
	Paper 2	April/May 2020
Spanish B HL	IA Individual oral	December 15, 2019- February 15, 2020
	Paper 1	April/May 2020
	Paper 2 (A and B)	April/May 2020
<i>GROUP 3</i>		
Global politics SL	IA Engagement activity report	
	Rough draft	January 20, 2020
	Final draft	February 20, 2020
	Paper 1	April/May 2020
	Paper 2	April/May 2020

Global politics HL	IA Engagement activity report	
	Rough draft	January 20, 2020
	Final draft	February 20, 2020
	IA Global political challenges oral	
	Identify topic	October 1, 2019
	Presentations	by February 28, 2020
Psychology SL	Paper 1	April/May 2020
	Paper 2	April/May 2020
	IA Experimental study	
	Introduction	April 2019
	Research	Summer 2019
	Final draft	November 1, 2019
<u>GROUP 4</u> Biology HL	Paper 1	April/May 2020
	Paper 2	April/May 2020
	Science Project Group 4	
	Planning/Action	March 1-15, 2019
	Evaluation/Reflection	April 1-15, 2019
	IA Practical work introduction	October 1, 2019
	IA Investigation (PSOW)	
	Rough draft	November 15, 2019
	Final draft	December 15, 2019
	Paper 1	April/May 2020
	Paper 2	April/May 2020
Physics HL	Paper 3	April/May 2020
	Science Project Group 4	
	Planning/Action	March 1-15, 2019
	Evaluation/Reflection	April 1-15, 2019
	IA Practical work introduction	April 1, 2019
	IA Investigation (PSOW)	
	Rough draft	November 15, 2019
	Final draft	December 15, 2019
	Paper 1	April/May 2020
	Paper 2	April/May 2020
	Paper 3	April/May 2020
<u>GROUP 5</u> Math studies SL	IA Project	
	Introduction	April 15, 2019
	Topic	August 30, 2019
	Data/Sources/Outline	September 15, 2019
	First Draft	November 15, 2019
	Final	February 15, 2020
	Paper 1	April/May 2020
	Paper 2	April/May 2020

Math SL	IA Mathematical exploration Introduction Topic Data/Sources/Outline First Draft Final Paper 1 (A and B) Paper 2 (A and B)	April 15, 2019 August 30, 2019 September 15, 2019 November 15, 2019 February 15, 2020 April/May 2020 April/May 2020
Math HL	IA Mathematical exploration Introduction Topic Data/Sources/Outline First Draft Final Paper 1 (A and B) Paper 2 (A and B) Paper 3	April 15, 2019 August 30, 2019 September 15, 2019 November 15, 2019 February 15, 2020 April/May 2020 April/May 2020 April/May 2020
<u>GROUP 6</u>		
Music HL	Musical Links Investigation IA Creating and Solo performing Listening paper (A, B, and C)	November 15, 2019 January-March 15, 2020 April/May 2020
Visual Arts HL	Exhibition (IA) Comparative Study Process Portfolio	April 6-10, 2020 Upload April 20, 2020 Upload April 20, 2020
<u>IB CORE</u>		
Theory of Knowledge	TOK Presentation TOK Essay	November 15- December 20, 2019 January 20- February 15, 2020
Extended Essay	EE Introduction Research Topic Supervisor Match/Initial Meeting #1 Supervisor Meeting #2	September 1, 2018 November 1, 2018 December 2018 January 2019

	EE Argument Draft	March 1, 2019
	Supervisor Meeting #3	March 1-10, 2019
	Supervisor Meeting #4	April 1-10, 2019
	EE First Draft	May 15, 2019
	Supervisor Meeting #5	May 15-30, 2019
	EE Revised Draft	September 15, 2019
	Supervisor Meeting #6	September 15-30, 2019
	Supervisor Meeting #7: Formal Interview	October 15-30, 2019
	EE Final Submission	November 15, 2019
	Viva Voce	December 1-20, 2019
Creativity, Activity, Service	CAS Introduction	September 10, 2018
	First Interview	October 1-20, 2018
	Second Interview	March 1-20, 2019
	Third Interview	October 1-20, 2019
	Final Interview	February 1-15, 2020
	CAS Completion	March 15, 2020

Appendix C

GlenOak High School IB Calendar and Dates to Coordinator 2018-2020

DATE	ACTION	METHOD/SOURCE
<u>2018-2019</u>		
By September 1	IBO Fee	IB Americas
April 15- May 20	Practice IB external assessments for juniors	GOHS
<u>2019</u>		
By September 1	IBO Fee	IB Americas
By November 15	Registration of students	IBIS
	Requests for inclusive assessment arrangements	IBIS
December 1	Reserve/organize/schedule May assessment	GOHS
December 15	Receive EE covers	IBCA
	Total registration/subject fees	IB NYC
By January 15	Second/last registration deadline	IBIS
February 1	Receive examination stationery	Secure/Reply IBCA
February 1-	Entry screens for IA/PG and uploads open	IBIS/

April 10		IBIS eCoursework
By March 15	<p>Upload of written assignments (completed internally/scored externally)</p> <p>English A L/L SL Written task (1)</p> <p>English A L/L HL Written tasks (2)</p> <p>Extended Essay</p> <p>Theory of Knowledge essay and TK/PPF</p>	IBIS eCoursework
April 1	Receive examination papers Secure/Reply	IBCA courier
April 1-15	Train invigilators	GOHS
By April 10	<p>Internal Assessment (IA) grade</p> <p>English A L/L SL/HL IOC</p> <p>English A L/L SL/HL FOA</p> <p>French B SL Interactive oral activity</p> <p>Spanish B Ab initio/SL/HL Individual oral</p> <p>Spanish B SL/HL Interactive oral activity</p> <p>Global politics SL/HL Engagement activity report</p> <p>Global politics HL Global political challenges oral</p> <p>Psychology SL IA Experimental study</p> <p>Biology HL Individual investigation form 4/ICCS</p> <p>Physics HL Individual investigation form 4/ICCS</p> <p>Math studies SL Project</p> <p>Math SL/HL Mathematical exploration</p> <p>Music HL Creating and Solo performing</p> <p>Visual Arts Exhibition</p> <p>Extended Essay</p> <p>Theory of Knowledge essay</p> <p>Theory of Knowledge presentation</p>	IBIS
By April 10	<p>Predicted Grades (PG)</p> <p>English A L/L SL/HL</p> <p>French B SL</p> <p>Spanish B Ab initio/SL/HL</p> <p>Global politics SL/HL</p> <p>Psychology SL</p> <p>Biology HL</p> <p>Physics HL</p> <p>Math studies SL</p> <p>Math SL/HL</p> <p>Music /HL</p> <p>Visual Arts HL</p> <p>Extended Essay</p> <p>Theory of Knowledge</p>	IBIS

By April 20	<p>Selection of sample IA work to be moderated</p> <p>English A L/L SL/HL IOC</p> <p>English A L/L SL/HL FOA</p> <p>French B SL Individual oral</p> <p>French B SL Interactive oral activity</p> <p>Spanish B Ab initio/SL/HL Individual oral</p> <p>Spanish B SL/HL Interactive oral activity</p> <p>Global politics SL/HL Engagement activity report</p> <p>Global politics HL Global political challenges oral</p> <p>Psychology SL Experimental study</p> <p>Biology SL/HL Individual investigation, form 4/ICCS and criteria marks</p> <p>Math studies SL Project</p> <p>Math SL/HL Mathematical exploration</p> <p>Music HL Creating or Solo performing</p> <p>Theory of Knowledge TK/PPD</p>	IBIS eCoursework
By April 20	<p>Upload Visual Arts HL Comparative Study, Process Portfolio and Exhibition</p>	IBIS eCoursework
By April 30	<p>Upload Music HL/SL Musical Links Investigation</p>	IBIS eCoursework
May 1	<p>Complete the Reply form:</p> <p>Arrival of examination papers</p>	IBIS
April 27	<p>Examination period</p>	GOHS
May 20	<p>English A LAL SL/HL</p> <p>Paper 1</p> <p>Paper 2</p> <p>French B SL</p> <p>Paper 1</p> <p>Paper 2</p> <p>Spanish B Ab initio/SL</p> <p>Paper 1</p> <p>Paper 2</p> <p>Spanish B HL</p> <p>Paper 1</p> <p>Paper 2 (A and B)</p> <p>Global politics SL/HL</p> <p>Paper 1</p> <p>Paper 2</p> <p>Psychology SL</p> <p>Paper 1</p> <p>Paper 2</p> <p>Biology HL</p> <p>Paper 1</p> <p>Paper 2</p> <p>Paper 3</p>	

Physics HL
 Paper 1
 Paper 2
 Paper 3
 Math studies SL
 Paper 1
 Paper 2
 Math SL
 Paper 1 (A and B)
 Paper 2 (A and B)
 Math HL

Paper 1 (A and B)
 Paper 2 (A and B)
 Paper 3
 Music SL
 Listening paper (A and B)
 Music HL
 Listening paper (A, B, and C)

May 20	Teachers submit G2 form	OCC
By June 1	CAS requirement confirmed	IBIS
By July 1	Submit requests for transcript results service	IBIS
July 5	Results to coordinators/universities	IBIS
July 5- September 15	Enquiry upon results (EuR)/Re-marks	IBIS
July 6	Results to candidates	Candidate portal: https://candidates.ibo.org
July 7	Component marks and grades	IBIS
July 9	School/global statistics and results	IBIS
July 12	IA feedback	IBIS
August	IB diplomas/diploma and course results to schools	Courier
From September 1	Subject reports	IBIS/OCC



Appendix D

Assessment Policy Committee (Spring 2017)

Jennifer Austin.....	IB English A Language and Literature Teacher/English Team Leader
Michael Babics.....	Head Principal
Megan Bird.....	IB Psychology Teacher
Jill Collet.....	IB Global Politics Teacher/Social Studies Team Leader
Pamela Dentler.....	IB Spanish B Teacher/World Languages Team Leader
Julie Filliez Werren.....	IB French Teacher
Dori Hess.....	IB Biology Teacher/Science Team Leader
Christopher Irwin.....	IB Music Teacher
Gayle Kimbrough.....	Deputy Principal/IB Head of School
Alyssia Kobasic.....	IB Math Studies Teacher
Brian Matthews.....	Assistant Superintendent
Brent May.....	Superintendent
Michael Milford.....	Director of School Improvement/Curriculum 7-12
Melinda Muzi.....	IB Extended Essay Coordinator
Emily Palmer.....	IBDP Coordinator/TOK Teacher/CAS Coordinator
Maria Speakman.....	IB Mathematics Teacher/Math Team Leader
Jenna Steinberg.....	Testing Coordinator