

# Assessment Policies

IB Literature I, 2016-17

In my IB Literature I class, I will be using standards-based assessment: I will base students' grades on their performance related to clear descriptors connected to three learning/assessment objectives. This will be different than the points-based assessments with which students are most familiar. Instead of having a certain number of points possible for every assignment, quiz, project, etc., I'll assess student work according to rubrics that clearly explain each of the achievement levels tied to the learning/assessment objectives.

With points-based assessment, grades are based on percentages derived from a point calculation, which allows for weekly, perhaps even daily, updates of grades. As teachers enter points in their grade books, students' grades automatically change to reflect the new calculations. The final grade comes from a percentage of points the student earns out of the total points possible for the semester.

Standards-based assessment works a little differently. Most of the work students do will be considered practice, and my formative assessment (*assessment for learning*) of that work may not actually make it into the grade book. Summative assessments (*assessments of learning*) will be opportunities for students to demonstrate what they've learned. These substantive assessments will be the major basis for students' grades. Thus, you can expect to see fewer grades in a standards-based grade book than in one based on points.

Furthermore, standards-based assessment grades are based on the most accurate representation of a student's ability to meet each learning/assessment objective. If a student struggles in the beginning of a class but comes to understand the material better and perform at a higher level as the year goes on, then the final grade, rather than being a points-based average pulled down by poor early scores, will be based on the level of achievement a student has reached at each grade reporting point in the semester. In our case, students' grades will be posted at the end of the first quarter, the second quarter progress report deadline, and the end of the semester.

Each assessment system comes with its own set of logistical concerns, but I'm convinced that standards-based assessment holds the greatest potential to encourage student learning by substantially rewarding growth and improvement and by taking the focus off of the (sometimes daily) accumulation of points.

Underlying all assessment is my absolute agreement with one of IB's stated aims for the class: to promote in students an enjoyment of, and lifelong interest in, language and literature.

I know that this assessment system differs from the norm. Please don't hesitate to contact me if you have questions or concerns or if you would like additional feedback on your son or daughter's performance in the class.

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