

IB Diploma Program and Certificate Programs Assessment Policy

Approved by Guiding Coalition Committee:



Philosophy

A. Purposes of assessment

1. To support and encourage effective teaching and learning.
2. To reflect the intercultural dimensions of the programs.
3. To determine the learners' levels of understanding, using both formative and summative assessment.
4. To develop cadets who are conscientiously practicing the Learner Profile characteristics to become life-long learners.

B. Principles of Assessment

1. Effective assessment allows cadets to:
 - a) Demonstrate a broad range of conceptual and critical thinking skills.
 - b) Utilize a variety of learning styles and intelligences.
 - c) Analyze their own learning and perform self-reflection on their strengths and areas for improvement.
 - d) Set goals for their own learning thereby supporting cadet learning.
 - e) Engage cadets in the larger world around them by using effective approaches to learning.
2. Effective assessment allows parents to:
 - a) Monitor evidence of cadet learning.
 - b) Provide opportunities for support to cadets and teachers.
3. Effective assessment requires teachers to:
 - a) Engage in self-reflection on their own practice to enhance and improve the teaching process.
 - b) Recognize cadets' different learning styles and language proficiency and develop assessments to utilize these styles and skills.
 - c) Make cadets aware in advance of the criteria required for producing a quality product
 - d) Provide timely and clear feedback to cadets and parents through documented records and data.
 - e) Work collaboratively to align skills, develop goals, and assess progress.
4. Effective assessment requires administration to:
 - a) Support teachers in maintaining assessment skills and in developing new assessment strategies.
 - b) Provide time and training for teachers to plan, collaborate, and reflect.
 - c) Use cadet achievement data to set school-wide, departmental, and individual goals.
5. Assessment is used as a key to planning, teaching, and learning.

6. Assessment practices are clear to all members of the community (teachers, parents, and cadets).
7. There is a balance between formative and summative assessment.
8. There are opportunities for both peer and self-assessment.
9. There are opportunities for cadets to reflect on their own learning.
10. Before starting new learning, teachers assess cadets' current knowledge and experience.
11. Teachers provide cadets with feedback for future learning.
12. Reporting to parents is meaningful.

C. Compliance with principles and practices expected by the IB

1. Key features of the IBDP assessment are upheld: (IB)
 - a) An emphasis on criterion-related (as opposed to norm-referenced) assessment, which means cadet work is judged in relation to identified levels of attainment.
 - b) A distinction between formal IB assessment and the supporting formative processes within the school.
 - c) Valuing the most accurate demonstration of cadet performance, rather than just averaging attainment grades over a reporting period.
 - d) Examining cadet understanding at the end of the course, based on the whole course and not just aspects of it.
 - e) Cadets must be able to recall, adapt, and apply knowledge and skills to new questions and contexts.
 - f) Most importantly, to support curricular goals and encourage appropriate cadet learning.

D. Other assessment requirements of other authorities and how they impact the IB Program:

SJLA is required to meet the standards and practices for Common Core and the California State Standards. SJLA is currently in transition to common core practices. As such, assessment types are being created to meet the needs of the common core Smarter Balanced Assessment Consortium, CAASPP, SAT/ACT preparation, and Early Assessment Program. Many of these requirements must be met in addition to the IB assessments, therefore, there needs to be enough time in the courses to properly do so.

Assessment Practices

A. Formative (types and frequency)

1. These will include: quizzes, portfolios, outlines, exams, presentations, close-read analytical paragraphs, reports, performances, Socratic seminars, labs, exhibits, class discussions, teacher observations, recorded dialogues, oral responses, and projects.
2. These will occur both formally and informally on a daily basis.
3. Formative assessments will often address the DP assessment criteria, but will also meet the requirements for the common core standards and practices for the state of California and preparation for the SAT and ACT college required exams.

B. Summative (IB expectations, types, and frequency)

1. These will include: Internal assessments (interactive orals, research papers, etc.) that meet the requirements for the DP curriculum; external assessments that must be conducted within the course for specific DP subjects (TOK Essay, the Higher Level Essay in English, and the extended

essays). In addition, teachers will provide cadets with sufficient experience in exams to prepare for and demonstrate success in the official DP examination process.

2. Teaching cadets how to reflect and evaluate their performance to enhance their understanding of the learning process will be incorporated into each classroom.

C. Grading/marking (processes for standardization of cadet's work assessment)

1. How IBDP grades translate to SJLA grades
 - a) Teachers will collaborate in the development of assessments for course-alikes, and when there are teachers teaching the same or similar DP subjects, will work together to evaluate cadet performance on internal assessments.
 - b) The expectation is for all teachers to frequently use the IB mark bands and assessment criteria when assessing cadet work, and teachers will inform cadets and parents of the IB grading scale and achievement levels.

D. Recording and reporting

1. Cadets and parents are informed of their grades through AERIES, an online tool for communicating current grades and assignments. Teachers are encouraged to update this frequently to allow cadets to receive proper feedback about their current progress and make adjustments as necessary. Teachers are required to update progress four times a semester at minimum.
2. Recording and reporting of CAS is seen through the use of the Lion Time Google Classroom and Toddle, in which cadets and parents can visually see the cadet's progress within the Creativity, Action, Service (CAS) program. The Google Classroom provides the tools to verify cadet evidence, reflection, and progress on learning outcomes. Additional physical forms are kept by the CAS coordinator as an overview for all cadets in the program to identify common trends or concerns. Interview notes are taken on these physical forms and added to Google Classroom for both parents and cadets to see. Cadets record CAS experiences and reflections through Google Classroom. Cadets are encouraged to utilize various forms of displaying their evidence (descriptions, images, videos, etc.), as the system allows for a diverse way of demonstrating performance.
3. Recording and reporting of Extended Essay (EE) is seen through the use of Google Classroom.
4. Recording and reporting of Theory of Knowledge (TOK) is through the Lion Time teacher's Google Classroom, grading system, and report cards.
5. Recording and reporting of cadet progress within the IB Diploma Program occurs through a shared document between the DP coordinator and counselors. This document highlights the cadet's course of study over the two years of the program, and the core requirements. Cadets and parents are informed of these expectations prior to starting the program, and then given updates on progress within the program at the end of each semester of the program.

E. Homework

1. Summer policy: No IB class requires summer work.
2. Holiday breaks: The IB teachers have agreed that any assignments given during the December / January break will not exceed a three-hour duration in total per course. Teachers are encouraged to limit work during Thanksgiving break as well.
3. The IB teachers recognize the rigor and demand of the IB Diploma program. Every effort is made to help provide balance. Homework amounts are adjusted during IB assessments. Homework

assignments should be meaningful and directly relevant to IB exam preparation. Each cadet will vary in how long an average assignment will take per subject. All IB teachers will instruct cadets on skills for time management. Teachers expect cadets to manage time independently but will also provide support systems to help cadets navigate the amount of homework and projects to be completed.

F. Assessment timelines

1. All IBDP teachers participate in the creation of a common internal/external assessment timeline to ensure that the large assessments are spread throughout the year to provide balance to the cadets' schedule. This occurs annually.
2. At the monthly IB PLC meetings, teachers will informally share the dates for formative assessments, so that all teachers can have a pulse on the level of stress and demand going on at any given time with the quantity and frequency of exams and projects.

Links to other policies

- A. Language Policy: cadet language needs and supports will be considered when administering assessments and rubric grading.
- B. Academic Honesty Policy: The Academic Honesty Policy and Assessment Policy are intertwined in cadet expectations. All cadets are expected to follow the academic honesty policy throughout all forms of assessment and cadet-produced work.
- C. Inclusion Policy: Cadets with inclusion needs will be considered when designing formative and summative assessments. Their IEPs/504 plans will be followed within the teaching of the course and accommodations on formal IB assessments as allowed through the IB Assessment and Inclusion policies will be upheld.

Roles and responsibilities: (who, how, and when)

- A. Review: The IB teachers and leadership will examine the assessment policy yearly to update the timelines and address concerns that may arise.
- B. Evaluation: The assessment policy will be evaluated through the DP evaluation process in addition to the WASC accreditation process.
- C. Training new teachers: The IBDP coordinator will be responsible for informing new staff on the specifics of the policies and providing them with access to those policies.
- D. Description of the committee involved in the development of this document: All IBDP subject teachers, counselor, assistant principal, principal, and IBDP Coordinator.
- E. Description of how the document is communicated to the whole school community: This policy will be posted to the school's website for staff, cadets, and parents to read. The policy will be examined in PLCs for all staff to be informed.

*SJLA was heavily influenced by the assessment policies of Murrieta Valley High School.

IB DP LEADERSHIP COMMITTEE MEMBERS (2023-2024)

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