



## **High School IB Assessment Policy**

**School Mission Statement:** The mission of Thomas J. Corcoran High School is to create a better and more peaceful world through intercultural understanding. We will create compassionate and lifelong learners through the processes of inquiry and service. As a result, ALL students will graduate with academic proficiency to prepare them for both college and career opportunities.

**School Vision Statement:** Thomas J. Corcoran High School has engaging classrooms that empower all students in a culturally responsive manner, where students take ownership and pride in their educational experience. The Thomas J. Corcoran High School IB program is committed to providing the highest standard of academic instruction. In addition, the Corcoran High School IB program adheres to both the NYS High School Graduation Guidelines and the Syracuse City School District Grading Guidelines. Students in the Diploma Programme are also required to complete the exams and requirements set for them by the NYS Board of Regents; five exams are required for graduation. In addition, students are encouraged to sit for NYS Regents exams in supplementary subjects. Students may be concurrently enrolled in IB courses and registered for a NYS Regents exam in the same term (i.e. HOTA and U.S. History and Government). The Corcoran High School Assessment policy promotes diversity, integrity and character. In order to achieve our goals, formal and informal assessments are utilized to monitor student growth. Assessments are viewed as a vehicle to improve student growth, as well as our own professional practice.

**International Baccalaureate Mission Statement:** The International Baccalaureate Middle Years Programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **New York State Graduation Guidelines** (updated 2025)

Regents Diploma with Advanced Designation with Honors:

- 22 credits
- Pass 9 required Regents exams with a score of 90 or better

Regents Diploma with Advanced Designation:

- 22 credits
- Pass 9 required Regents exams with a score of 65 or better

Regents Diploma with Honors:

- 22 credits
- Pass 5 required Regents exams with a score of 90 or better

Regents Diploma:

- 22 credits
- Pass 5 required Regents exams with a score of 65 or better

Local Diploma:

- 22 credits

\*Various safety-nets and score boundaries are in place for students with Individual Education Plans (IEPs) to ensure equitability and success within NYS

\*NYS has introduced new, multiple Pathways to graduation:

- Arts Pathway
- Career and Technical Education (CTE) Pathway
- Career Development and Occupational Studies (CDOS) Pathway
- Civics Pathway
- Humanities Pathway
- Individual Arts Assessment Pathway (IAAP)
- STEM Pathway
- World Languages Pathway

**Philosophy:** Assessment is a critical aspect of academic experience. The ultimate intent of assessment is to deepen student learning. As a school, we believe that all our educators have an obligation to continually assess their students, both formally and informally. In addition, we must have the knowledge and skills to continually develop, administer and analyze these assessments. The Corcoran High School IB Program Assessment policy demonstrates our commitment to academic progress and integrity.

- Every student can learn.
- Assessments can and should take various forms and methods, various types of assessments can determine the effectiveness of teaching and monitor student learning.
- Student learning is best evaluated using predetermined criterion for MYP/DP/CP per the criterion outlined in the guide for each subject area
- Effective assessments provide feedback to teachers, students, and parents to improve/revise instruction in the classroom and student study habits
- Assessments should reveal what the student knows and understands
- Assessments should allow all stakeholders to see evidence of learning, both students and teachers are involved in the assessment process.
- Parents and students have access to students' grades using Parent and Student Portals
- IB assessment allows administrators, teachers, students, and parents to evaluate students' progress relative to IB MYP/DP/CP criteria.
- Feedback for teachers, students, parents, and administration is provided from effective assessments and used to revise and improve both classroom instruction and student's study habits.
- Assessments should provide teachers, students, and parents with an understanding of classroom learning experiences.

**Corcoran High School Grading Policy:** There are four grading marking periods throughout the school year. Each marking period consists of ten weeks. Grades are assigned to students using a scale of 0 to 100 for each marking period. Teacher grades are recorded in SchoolTool, an electronic grading program that provides online, daily access to administrators, teachers, students and parents. Parents and students are provided with their personal code at the beginning of their freshman year. Grades are updated weekly in SchoolTool.

Interim progress reports are issued midway through the ten-week marking period in the second and fourth marking periods. Report cards are issued at the end of each quarter both electronically and as a hard copy. Grading within each academic subject is divided into several individually weighted categories that may include portfolio, major written assignments, classwork, homework, participation, lab, project, presentation, and interim benchmark.

- **MYP Grading:** Each subject area has four assessment criteria that grades from 0-8 per criterion. Teachers record the assessment based on IB scores but convert to numeric grading on a 0–100-point scale.
- **DP Grading:** The DP rubrics and scoring tools are used in each subject area to assess work, in addition to the traditional 1-100 numeric grading procedures. Classwork, class-based assessments, homework and any student evaluations are scored either on a 0–100-point rating scale, or through utilizing the subject-specific assessment tools/rubrics with a conversion to the 1-100 scaling. While the DP subject-based internal/external assessments are not essentially graded by the classroom teachers use rating of progress checkpoints throughout the preparation of the internal/external assessment. For assessments that parallel the IB-required assessment formats, the rubrics are used to rate the students, using peer-review and self-evaluation. Grades are finalized and communicated to families at the end of each quarterly marking period (November, January, April, June), with final scores computed at the close of the academic year. There are also mid-term grading reports sent to families during marking periods one and three, in October and March. All DP assessments are scored using the required scoring tools and rubrics, and IB criterion. Scores are reported to IB, with the support of the coordinator, by prescribed deadlines.
  - o DP courses use 1-7 rating scale
  - o EE and TOK will use final scoring of A-E
  - o Non-submission for assessments result in a score of N
- **CP Grading:** CP students in DP courses will experience the same grading procedures listed above. The scoring for CTE-parallel courses utilize the 0-100-point scale and are reported on the same academic timeline as listed above.
- **Electronic Access:** Parents and students can monitor progress through SchoolTool, with updates provided weekly or daily.
- **Grade Reporting:** Grades are finalized and communicated to families at the end of each quarterly marking period (November, January, April, June), with final scores computed at the close of the academic year. There are also mid-term grading reports sent to families during marking periods one and three, in October and March. All DP assessments are scored using the required scoring tools and rubrics, and IB criterion. Scores are reported to IB, with the support of the coordinator, by prescribed deadlines and scores are available to families in July after the examination session.

**Assessment Practices:** Thomas J. Corcoran High School is in the process of integrating the NYS Common Core standards as outlined in the NYS plan for Common Core, as these changes are ongoing for each individual area of academic study. Additionally, Thomas J. Corcoran High School uses the Driven by Data instructional strategies to foster continuous improvement in all academic disciplines. Students are formally assessed four times each school year using interim benchmark exams in core classes in addition to required NYS Regents exams to determine progress and areas of growth needed. Thomas J. Corcoran High School has also implemented Response to Intervention (RTI) practices to identify areas of needed growth and identify students performing below the expectation for achievement.

**Alignment:**

- Corcoran High School has aligned the MYP, DP and CP criteria to the NYS Common Core standards as outlined in the NYS Plan for the Common Core. Common Core standards will be integrated in teacher-created assessments, lesson plans and unit plans as the IB DP curriculum for each course allows.

**Practices:**

- Corcoran High School uses data-based instructional strategies to foster continuous improvement in all academic disciplines. Teachers, along with administration, evaluate data from assessments to observe trends, areas of strength/weakness and areas to modify instruction.
- Students are formally assessed four times each school year using interim benchmark exams in core classes in addition to required NYS Regents exams to determine progress and areas of growth needed.
- Corcoran High School has also implemented the use Response to Intervention (RTI) practices to identify areas of needed growth and identify students performing below the expectation for achievement.

**Comprehensive Calibration:**

- Due to scheduling and class-size restrictions, various IB DP/CP courses may require that two or more instructors are concurrently teaching the same course. To maintain encompassing assessment policies and practices, Corcoran has adopted department-wide grading policies. IB instructors also utilize departmental grading of internal and classwork assessments, and the use of the same rubrics throughout.
- Instructors are trained (typically every 5 years) to maintain knowledge, understanding, curriculum changes and the trends in moderating IB-based assessment tasks.
- Instructors trained in the same subject-areas will collaborate on scoring of the MYP Personal Projects, CP Career Related Study/Reflective Project, and DP Internal Assessment tasks. The practice is suggested that the instructors moderate the same body of work, blind and individually, and then confer on the final score awarded to report to IB.
- IB scores will be reported to the Program Coordinator and Head of School prior to being submitted to the IB for final moderation.
- MYP/CP/DP Coordinator will oversee the scoring processes and verify all scores prior to submission to IB.

**Special Education Assessment Policies:**

- In accordance with the SCSD - Special Education is not a place; it is a service. The goal is to provide all students with a disability with the services necessary for success in the least restrictive classroom environment. We have a strong emphasis on raising expectations and standards of excellence for all students culminating in graduation from one of the Syracuse City School District High Schools. Through partnership between parents, teachers, administrators, and related service providers we will achieve excellence in teaching and learning for every one of our students. Therefore, students receiving services are provided such services per their Individual Educational Plan. Students in IB classes receive the same services and arrangements are made in advance for IB exams in accordance with IB Policy. In the Syracuse City School District, and at Corcoran High School, teachers have access to students' Individualized Educational Program (IEPs), 504 plans and declassified students.

**Formative Assessment:**

- ♦ ***MYP/CP/DP Formative Assessment:*** Formative assessments are used consistently and are designed into our daily lesson plans. These assessments provide raw feedback to students allowing them to reflect on their own learning and instilling rigorous standards. These assessments allow teachers to monitor students' daily progress. Formative assessments include a wide variety of teaching strategies including whole class instruction, inquiry-based group work, paired, and individual written, oral and hands-on

activities and Personalized Learning models to increase the exposure to educational technology. Formative assessment strategies are required and utilized in daily instruction in both IB (MYP/DP/CP) and regular education courses. Homework is assigned regularly and intended to allow students to practice and apply what they have learned in class. Homework should take approximately 2 hours each night. Effective homework assignments are used to extend learning, to strengthen students' skills and as a formative assessment tool.

### **Summative Assessment:**

- ♦ ***MYP Summative Assessment:*** There are a variety of summative assessments used to assess learning throughout specific units of study in all classes. Skills based and content-based grading rubrics (or mark schemes) are used in the IB Program as well as the NYS curriculum. The IB teachers utilize the IB rubrics and design formative and unit summative assessments to determine students' growing achievement levels and post these scores in the SchoolTool electronic grade book. Like IB, NYS Regents exams, and school assessments including benchmarks, midterms, STAR assessments, CDOS (Skills USA), NYSESLAT, utilize a criterion referenced grading system. Additionally, the SCSD uses regional scoring for all Regents exams. Groups of teachers participate in the grading process for Regents exams and all Regents exam papers are moderated by a group leader.
- ♦ ***DP/CP Summative Assessment:*** IB summative assessments are conducted in accordance with IB testing policy and procedure. In addition, the Extended Essay DP Core requirement is considered a capstone project for IB Diploma Candidates. As such students are provided a structured calendar detailing the necessary steps required to complete the extended essay such as: teacher advisors, multiple review conferences, and opportunities for rewriting. These steps are in place so all students can demonstrate consolidation of their learning through the Extended Essay.

**IB MYP Assessment/Use of criterion:** The IB Middle Years Programme is an educational framework supported through a broad range of conceptual understandings and skills evident in the eight subject groups: Arts, Individuals and Societies, Language and Literature, Language Acquisition, Physical and Health Education, Sciences, Design, and Mathematics. It provides students with 21<sup>st</sup> Century Learner skills through inquiry-based instruction, critical thinking opportunities, self-assessment, formative assessment, and summative assessment including a personal project that will be completed at the end of their 10<sup>th</sup> grade year. The mission of the IB is to design learning experiences that develop the learner by accentuating the characteristics of the Learner Profile.

### **MYP Assessment**

Subject Criteria	Language and Literature	Subject Criteria	Mathematics
A	Analyzing	A	Knowing and Understanding
B	Organizing	B	Investigating Patterns

C	Producing Text	C	Communicating in Mathematics
D	Using Language	D	Applying Mathematics in real-life contexts
<b>Subject Criteria</b>	<b>Individuals and Societies</b>	<b>Subject Criteria</b>	<b>Sciences</b>
A	Knowing and Understanding	A	Knowing and Understanding
B	Investigating	B	Inquiring and Designing
C	Communicating	C	Processing and Evaluating
D	Thinking Critically	D	Reflecting on the Impacts of Societies
<b>Subject Criteria</b>	<b>Design</b>	<b>Subject Criteria</b>	<b>Language Acquisition</b>
A	Inquiring and Analyzing	A	Comprehending Spoken and Visual Text
B	Developing Ideas	B	Comprehending Written and Visual Text
C	Creating the Solution	C	Communicating in Response to Spoken, Written, and Visual Text
D	Evaluating	D	Using Language in Spoken and Written Form
<b>Subject Criteria</b>	<b>Physical and Health Education</b>	<b>Subject Criteria</b>	<b>Arts</b>
A	Knowing and Understanding	A	Knowing and Understanding

B	Planning for Performance	B	Developing Skills
C	Applying and Performing	C	Thinking Creatively
D	Reflecting and Improving Performance	D	Responding

### MYP Assessment Criterion Scale

<b>MYP Criterion Scale</b>	<b>IB Achievement Description</b>	<b>Corcoran Grading Scale</b>	<b>Letter Grade</b>
8	A consistent and thorough understanding of the required knowledge and skills and the ability to faultlessly apply to all situations. Consistent evidence of analysis, synthesis and evaluation. The student consistently demonstrates originality and insight and always produces work of high quality.	100	<b>A</b>
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them most faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.	95	<b>A</b>
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation where appropriate.	89	<b>B</b>
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.	85	<b>B</b>
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation. The student generally demonstrates originality and insight.	79	<b>C</b>

3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.	75	<b>C</b>
2	Very limited achievement against objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.	65	<b>D</b>
1	Insufficient achievement in terms of the objectives	59	<b>F</b>

**IB DP/CP Assessment/Use of criterion:** The IB CP and DP instructors utilize the rubrics and marking tools for each of the various assessments (Internal and External) for their specified subject area. The DP/CP Coordinator(s) collaborate with the instructors to create applicable conversions and conversion charts for each type of assessment to easily translate the IB scoring to the traditional, required 0-100-point scale for grade reporting. In addition, the marking tools for the DP Extended Essay, and DP Theory of Knowledge Exhibition and Essay are used in classes for peer review of classwork tasks and self-moderation of work/progress. The marking tool for the CP Reflective Project is utilized throughout the creative process for students to continuously moderate and edit their works.

**Translation of SCSD and IB Assessments:** The teachers of the IB Diploma Programme courses utilize both the rubrics and grading scales for both the SCSD and the IB. Students in each course are exposed to the IB rubrics for assessment frequently. Teachers have created conversions for each rubric to maintain the marking procedures of the IB Programme while rating the students equitably on the 0-100-point scale used by our NYS public school system. The rubrics for written assessments are used in class writing assessments, as are the rubrics for (spoken) language acquisition. Rubric conversion scores are communicated to the students and many teachers provide the students with the rubric, as students are expected to have knowledge of the manner they will be assessed at the end of each session/term.

### **Stakeholder Responsibilities**

#### **Teacher Responsibilities**

- Adhere to all deadlines for document submission given by the DP/CP Coordinator
- Maintain communication regarding student progress with both parents and students
- Identify patterns regarding student performance by analyzing assessment data
- Collaborate with other teachers concerning strategies of instruction that will lead to student achievement
- Differentiate instruction using various instructional and assessment strategies
- Give oral or written feedback on assessments and student assignments
- Create assignments that are meaningful to students

#### **Parent Responsibilities**

- Show support and encouragement toward your student's achievement by discussing assignments and assessments.
- Communicate questions or concerns with teachers as they occur.



- Attend all parent meetings, including Open House, Parent-Teacher Conference Day, Family Nights, 9th Grade Welcome Picnic, IB Programme, Senior Meeting, etc. in order to secure correct information regarding your child's academic success.

### **Student Responsibilities**

- *Strive to incorporate the IB Learner Profile characteristics into daily lives.*
- Meet the deadlines for all classroom assignments.
- Maximize potential for success by developing ATL skills (Approaches to Learning)
- Be a proactive student by assuming your own learning responsibilities: seeking help, when necessary, self-monitoring grades using the Student Portal on School Tool, reflecting on weaknesses and improving upon them.
- Adhere to all requirements of the Thomas J. Corcoran Academy Honesty & Integrity Policy.

### **IB MYP Coordinator Responsibilities**

- Distribute IB MYP assessment materials to teachers in the form of MYP handbooks
- Schedule IB MYP training for all new IB teachers
- Arrange IB MYP teacher collaboration meetings to plan and reflect on teaching and assessment strategies during scheduled Common Planning Time.

### **IB DP/CP Coordinator Responsibilities**

- Identify and communicate DP/CP assessment changes
- Schedule IB DP/CP training for all new IB teachers
- Arrange IB DP/CP teacher collaboration meetings to plan and reflect on teaching and assessment strategies during scheduled Common Planning Time.
- Setting and communicating the school internal calendar for in-class, internal and external assessments, including upload and submission deadlines for all IB students and teachers
- Communicate and maintain the assessment procedures and requirements set forth by IB and keep a copy of the assessment requirements in testing rooms/area

**Communication and Review of Assessment Policy:** The Assessment policy is communicated in part through Open House each fall, IB curriculum night, at individual parent conferences, through course outlines/syllabus shared with students and parents and mailed home.

The assessment policy is reviewed on a regular ongoing basis. State and district level policies are reviewed first at the district level and any changes shared at the school level and in turn, teachers are thoroughly briefed on changes or trained on new information. School assessment policies including those specific to IB are reviewed through the School Leadership Team (comprised of the building Principal and teachers and including Administrators, Teachers, Parents, and Student representatives). These school-based reviews take place annually, after the MYP June and DP/CP May examination sessions have concluded and scores are delivered to Corcoran HS.

### **References:**

*\*IB subject guides are referenced and used for assessment in all MYP, CP and DP courses*

- Vanguard High School Assessment Policy
- IB Diploma Programme Assessment: Principles and Practices; quality of assessments in a digital age, IBO, 2018.
- IB Diploma Programme: General Regulations, IBO, 2021.
- IB Assessment Procedures, B1 General Regulations: Diploma Programme, 2021.
- Guidelines for developing a school assessment policy in the Diploma Program. IBO, 2010.
- Patrick Henry High School Assessment Policy
- Assessment principles and practices—A guide to assessment for teachers and coordinators, IBO, 2020.
- Assessment principles and practices—A guide to assessment for students and parents/ guardians, IBO, 2020.
- *Multiple pathways*. (n.d.). New York State Education Department.  
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