



Castle Park High IB Diploma Program Assessment Policy



As a Diploma Program, our IB staff and faculty create environments that foster student learning and an appreciation for the personal and academic growth possible within the International Baccalaureate curriculum. This focus and philosophy drive all discussions and decisions pertaining to our Program and candidates. The assessment practices of our IB teachers reflect this focus, supporting the expectations of their content area and overarching goals of the Program. The Diploma Program Assessment Policy is communicated to stakeholders during the IB PLC meetings. The Assessment Policy of Castle Park is closely related to its Language Policy in terms of Program admission, candidate support, and the philosophy of the IBO. All site and district administrators are aware of and support our Assessment Policy.

During the last accreditation process by the California State Board of Education, the Action Plan for Castle Park maintained the organization of meeting time according to a PLC (Professional Learning Community), the implementation of pacing calendars, and standards-based curriculum guides. Each PLC represents teachers that share the same department (World Languages) or content area (Spanish). Interdisciplinary PLCs were designated and the IB PLC was among these groups. The teachers and administrators of the IB PLC meet regularly to discuss curriculum, lessons, student progress, and policies such as our Language and Assessment Policies. The common pacing calendars and curriculum guides further strengthen the communication between teachers of similar courses. The IB PLC is also responsible for training new IB teachers and ensuring their adherence to the Program policies. Through the IB PLC, we focus on our development as an integrated Diploma Program by utilizing a range and balance of teaching strategies to meet the objectives of our IB curriculum. Our professional development must also include continued support of candidates with different learning styles and those who present various stages of language development and content mastery. These discussions link Program policies into a cohesive structure that supports our candidates. It is the policies and discussions that continue the growth and



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development of our Program. The continuous need of the review process is supported by our dedicated IB PLC meeting time and planned program collaboration. It is from this Action Plan and resulting PLC meetings that our Assessment Policy obtains its solidarity.

All IB teachers at Castle Park have attended at least one IB training in their course of study. For those teachers who teach in sequence, this communication, collaboration, and vertical teaming create a seamless progression from one course to the next, establishing a framework for students' prior knowledge and continued success.

Our assessments support the goals of the IB curriculum and encourage candidates to focus upon their learning. Since we teach in the State of California, we must also keep criterion-based assessments in mind so our students are prepared to achieve proficiency on their district, state, federal, and IB exams. Thus, teachers develop formative and summative assessments within their curriculum to guide students toward content mastery. Teachers in similar departments share common grading policies, homework philosophies, and grading rubrics for common assessments. This commonality creates consistent expectations between the classrooms of different instructors.

Formative and summative assessments are created by Program teachers to develop content mastery in our candidates. The integration of formative assessment into the curriculum provides teachers the opportunity to adjust their strategies to the heterogeneous populations found within their classrooms. By responding to the needs of our candidates, we support not only candidates with special needs, we also create an environment of academic and social support for all of our candidates. As the academic year progresses, the application of summative assessment provides our instructors with



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quantitative data concerning the content mastery of our candidates. Feedback based on this data gives candidates perspective on their academic progress based on the expectations of the IB curriculum.

The grading of candidate work must reflect restorative and informative practices to support the development of the candidate. Comments should increase candidate understanding of the content as well as the reason for the possible reduction in credit for the assignment. Grades will be posted on Jupiter (<https://login.jupitered.com/login/>) in a timely manner for both candidates and their parent(s) to view academic progress. The volume and deadlines for homework should coordinate with the other IB courses.

Each member of our IB community possesses various rights and are held to responsibilities concerning the assessment policy. Students have the right to expect consistent grading policies and rubric-based standards within their IB courses. This consistency establishes an academic culture and exemplifies a core characteristic of an IB Program. Teachers have multiple responsibilities within the assessment policy. The performance on all assessments is posted publicly on [Jupiter](#) with grading practices following the assessment criteria established in each content area. Each IB teacher utilizes their content area assessment criteria to support the academic development of students and determine the levels of achievement within these criteria. The transparency of this approach allows the metacognition of students to further promote their academic progress. The performance and scoring methods of this progress match that of the IB assessment practice; this translates directly into student awareness of the IB approaches to grading and assessment of performance. During the assessment process, students are provided with content-specific IB assessment rubrics. Students and teachers review the rubric and expectations of each rubric; through class discussions and peer review, this process ensures that the teachers' scores accurately



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reflect the anticipated scores by IB moderators. The internal assessments given by IB teachers reflect the question format and structure of IB end-of-course exams. This practice prepares students for the formal IB examinations each May.

Effective assessment practices utilized within our Diploma Program include and are not limited to the following summative list:

- Short answer written exams
- Student podcast (voice recordings)
- Take a Position & Defend It
- Written responses
- Laboratory activities
- Exit tickets
- Class discussions
- Student presentations
- Individual & Partner projects
- Peer feedback
- Gallery walks (stations)
- Think-Pair-Share



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The requirements of the Internal Assessment (IA) for each content area, Extended Essay, and TOK Essay are provided to candidates and their parent(s) during Open House and also during each course. IA timelines are clearly communicated to the IB faculty by the coordinator(s) at the beginning, middle, and end of the academic year. The examination data are also provided to our IB teachers by the coordinator(s). These assessment data are the basis for improving the quality of instruction and our Program the following academic year. The improvement occurs through PLC discussions and vertical teaming collaboration.

All policies of the Diploma Program are provided to the IB staff, posted on the IB portion of the Castle Park website, and reviewed annually during IB PLC meetings.