

Citrus Hill High School

IB Assessment Policy

Philosophy

The Citrus Hill Mission statement says, “We will ensure all students achieve high levels of learning required for success in post-secondary education and training.” The Citrus Hill Vision says, “We are committed to establishing a collaborative school culture which recognizes no limitations in the achievement and success of each student.”

Assessment is at the heart of our mission and vision and is integral to the teaching and learning process. Our assessment practices aim to measure student achievement in the DP program with the primary function of informing and improving student learning. Students are provided a broad range of opportunities to demonstrate their ability to meet curricular goals and to demonstrate the characteristics of the Learner Profile that are necessary for personal growth. Effective assessment at CHHS will be transparent to students, parents, and the community at large and will be reviewed on a regular basis. Assessment practices will be aligned to CHHS policies and procedures and the standards and practices of the International Baccalaureate Organization.

VVUSD and VVTA Curriculum Council

Assessment and Accountability

Our goal is to improve the academic achievement for all Val Verde Unified School District's students. This goal is accomplished by providing district administrators, school administrators, educators, families, and the community with the tools and information needed to accelerate student learning.

Secondary

Philosophy: We believe that a student's grade should measure mastery of standards (not behavior or compliance). Students need to be provided opportunities to show growth towards mastery. Providing interventions, reassessing, and replacing grades is a better reflection of student growth. Grades should represent a student's mastery of standards at the end of the Semester.

In addition, the Citrus Hill High School fully supports the IB DP assessment aims as described in “**Programme standards and practices**”:

1. Assessment at the school aligns with the requirements of the program.
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for reporting student progress aligned with the assessment philosophy of the programs.
6. The school analyzes assessment data to inform teaching and learning.
7. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
8. The school has systems in place to ensure that all students can demonstrate a

consolidation of their learning through the completion of the PYP exhibition, the MYP personal project, and the DP extended essay.

Principles

- Teachers use a wide variety of assessment techniques and strategies such as: written assignments, oral presentations, field work, portfolios, lab write-ups, tests, examinations, research papers, peer assessments, self-assessments, etc.
- Teachers assess students frequently
- Teachers use formative, scaffolded assessments leading up to the large scale summative assessments
- Assessment may be differentiated according to the student's abilities and assessment access requirements
- Assessment enables students to demonstrate conceptual understanding and critical thinking in a multitude of ways
- Assessments help students analyze their own learning, reflect on their progress and set their own goals in terms of growth toward their goal
- Assessment are criteria-referenced as students are assessed against learning outcomes as prescribed by the IB - the use of rubrics is critical to this end
- Assessment criteria are explained to students prior to assessment
- Teachers allow students to retest on concepts they struggle with after intervention
- Teachers plan timely interventions to be offered during CHHS SOAR days

Formative and Summative Assessment

Formative assessment represents the process of gathering, analyzing, interpreting and using evidence to improve student learning. It is integrated into the daily learning process and is an integral part of instruction. It provides teachers and students with information about how learning is progressing. It helps the teacher to provide timely and specific feedback to students, scaffold next steps, and differentiate instruction in response to student needs. Results of formative assessment are used by students to monitor their own progress, adjust in their learning approaches, reflect on their learning, and set individual goals. In other words, formative assessment serves as the foundation for learning and prepares students for the “higher-stakes” nature of summative assessments, which measure achievement and are used to evaluate student knowledge level.

Summative assessment occurs at the end of a period of learning when students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts. Summative assessment is used by teachers to make judgments about the quality and quantity of student learning based on established criteria, to assign a value to represent that quality and quantity, and to support the communication of information about achievement to students, parents, teachers and administrators.

All IB teachers submit predicted grades by March 15. These grades are determined by close scrutiny of a variety of assessment tools using the IB criterion-based assessment throughout the school year, by factoring in the Internal Assessment criterion-based score, and through mock exams in the classroom.

All IB Students are provided with the IB Standards for each subject at the beginning of their coursework. Students are given the concepts on which they will be tested in May by their classroom teacher. Students are expected to use their formative and summative assessments to help engage them in the learning process's constructivist approach. Student/teacher conferencing should be prompted by the student when learning and/or achievement goals are not met.

Full Diploma Students who must write the Extended Essay and complete an essay and exhibition analysis for the Theory of Knowledge have the additional ownership of these assessments. They are provided with classroom and out-of-class guidance as they work on these two requirements (along with CAS) but in the end, the product submitted is truly their accomplishment. It is up to the student to meet the deadlines for submission for these accomplishments. Students are expected to work independently because the experience and responsibilities of the IB challenges are what truly encourage students to become "inquiring, knowledgeable and caring young people" who are "active, compassionate and lifelong learners."

Assessment Practices

Planning for assessment

- IB subject area teachers plan their courses with the IB Diploma Program outcomes, assessment criteria and final exams in mind.
- IB teachers design courses so that students' current knowledge and experience are considered before the introduction of new learning.
- IB teachers create and publish a timeline for internal and external IB requirements to help students plan ahead and manage their workload.

Assessment strategies

- Assessment in the IB Diploma Program allows student achievement to be judged against clearly defined pre-determined descriptors as shown through the IB rubric.
- IB teachers use a broad range of formal and informal assessment strategies throughout their course to allow students to demonstrate their learning.
- IB teachers provide students with multiple opportunities to reflect upon their achievement and determine their areas of growth
- IB teachers design formative assessment tasks that prepare students for success on their IB summative assessments.

Feedback and reporting on assessment

- IB teachers provide students with rubrics that define expectations for assessment tasks and align with subject area criteria.
- IB teachers provide students with exemplars to illustrate high levels of achievement on assigned tasks.
- IB teachers use a variety of methods to provide students with accurate and prompt feedback about their current levels of achievement and ways they need to do to improve.

- IB teachers record and report assessment using a secure online grade book and Google Classroom that is always accessible to students and parents.

Analysis of assessment

- IB subject area teachers standardize their grading to correlate to the IB criteria to ensure accuracy.
- IB teachers use assessment data to set goals that address students' learning needs, plan curriculum and drive instruction.
- IB teachers regularly review assessment practices in their Professional Learning Communities

IB Internal, External and School-based Assessments

The IB Diploma Program employs two types of summative assessment to determine the student's final IB grades: Internal and External Assessments. Subject teachers understand the IB policies that describe the conditions under which these assessments must be administered. IB students receive significant instruction and practice throughout their courses to prepare for these challenging tasks.

1. The IB Internal Assessment (IA) provides students with opportunities to show mastery of skills outside of final examinations. The principle aim of conducting internal assessments is to evaluate student achievement against those outcomes that do not lend themselves to external written exams. These IA components are marked by the IB teacher before they are moderated by an external moderator. Examples of Internal Assessments are science courses practical work, language oral interviews, and historical investigation.
2. IB final exams are the major component of external assessment utilized in the IB. All of these exams take place in May. Other works such as the Extended Essay, English Written Assignment, and TOK essays are also externally assessed by IB examiners, but guidance by teachers and supervisors is required.

In addition to the IB internal and external assessments, teachers utilize school-based student assessments that are essential for student success and contribute to the students' report card marks. These marks are based on unit and cumulative tests using past IB exam questions, practice exams, and in class and homework assignments modeled on IB assessments. These school-based assignments are assessed by the subject teacher utilizing the rubric but adhering to a scoring system designated by the individual instructor. The report card grade each student earns in a particular IB course is not tied to the marks earned on the formal IB assessments, but is reflective of work completed in preparation for those summative assessments.

The methods as outlined below support our school-based assessment practices.

To ensure that students feel safe in taking on the level of rigor offered by the IB Diploma Programme, teachers have committed to:

- IB teachers will clearly outline all assigned work and due dates to students in class
- Students will be notified at least five days prior to a major assignment
- All tests and major assignments will be posted on the teacher's Google Classroom

- Absenteeism shall not exempt students from missed assessments or tests.
- In the case of a late submission of a major assessment, the teacher shall:
 - Conference with the student to determine the reason for not meeting the deadline and determine a new due date when the assignment or alternate assessment can be submitted
 - If the second due date is not met by the student, the teacher shall make contact with the parents and coordinator
 - If after contact with the parents and coordinator the major assessment is not submitted, then the teacher will use professional judgment to determine the appropriate response. Assigning a zero for work not submitted may occur.
- Final grades shall be determined by considering all evidence of learning, as averaging shall not be used as a sole indicator of a student's level of attainment of the course outcomes. For example, outliers may be omitted if there is clear evidence of student growth relative to the course outcomes.
- Homework is a significant tool that contributes to the student's successful mastery of topics taught in class, achievement of course outcomes and grades. It is highly recommended that IB students spend some time each night working on each of their IB subjects. A good rule of thumb is for IB Diploma students to expect up to 15 hours of homework per week. The amount of time will vary depending on course workloads at different times in the year and the nature of the homework tasks.

Reporting IB Grades

IB student achievement is communicated throughout the academic year via a variety of methods.

- In August, course curriculum outcomes and assessment practices are communicated through course syllabi provided to students.
- As needed, teachers consult with parents on an individual basis via email, phone, or face-to-face meetings.
- IB course grades are reported to students and their parents on an ongoing basis through the use of Aeries Communication. These report cards provide IB students with a grade of A, B, C or F per our district guidelines, but level of performance is correlated with teacher expectations for the IB exam, based on work submitted.
- Final IB scores, received during July of senior year, are based on the IB internal and external assessments, not on school-based assessments. Students are notified of their final IB marks in early July through access to a secure IB website. Requests are made to the IB Coordinator in the early spring for official IB results to be sent directly from the IBO to a university in July.

Earning the IB Diploma

To achieve the IB Diploma Program students must take one course in each of five academic groups: Language A1, Second Language, Individuals and Societies, Experimental Sciences, and Mathematics. They must also take a sixth course, either an Arts course or additional course from one of the groups listed above and successfully complete the Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Action and Service (CAS) requirements.

Each IB subject is graded on a 1-7 scale. To determine diploma eligibility the marks in each of the six subjects are totaled. Combined performance in the Theory of Knowledge and the Extended Essay, which are marked on an A-E basis, may contribute up to three (3) additional points to a student's total.

Upon successful completion of the IB Diploma students can earn up to a maximum of 45 points. Each course completed in the six groups provides a maximum of seven (7) points plus an additional three (3) bonus points may be awarded for their combined performance on TOK and the extended essay. In order to receive an IB Diploma, a student must complete all assessment components for each of the six subjects and complete the TOK, EE and CAS requirements. A student must meet the following additional rules and requirements.

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the EE or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Graduation Requirements Completed

- To satisfy local high school graduation requirements, throughout their high school years, IB students complete a combination of district, state, and IB courses. Many of these overlap. IB students are also highly recommended to satisfy their A-G requirements for admission to the University of California and California State colleges.
- IB Diploma students will receive an IB Diploma (if requirements are satisfied) and a Citrus Hil High School Diploma
- An IB Diploma student who fails to satisfy the requirements for the IB Diploma will be awarded certificates for individual subjects in addition to the Citrus Hill HS diploma.

Training of IB Teachers

All IB teachers attend specialized IB professional development conferences or online workshops which provide training in the teaching and assessing of IB courses. Teachers receive comprehensive training to guide their instruction and to deliver the IB subject. They receive copies of previous IB exams, mark schemes, annual IB subject reports, and make connections with other IB teachers.

More localized resources include the consultation of IB subject guidelines and use of the IB Online Curriculum Centre (MyIB). Where possible, at least two IB teachers have been trained to teach an individual subject. These teachers of common IB subjects work together to implement, assess and instruct their subject areas. The CHHS administration supports this through the use of Wednesday Late Start teacher meeting time and CCL time if the teacher(s) need more time to collaborate. Teachers in our local area also network both formally and informally when time and finances permit. Teachers are encouraged to visit other sites to meet with subject teachers in their same discipline.

Other Related Citrus Hill IB Policies

In terms of assessment, the policies pertaining to Academic Honesty, Language and Inclusion may be considered as well. Please click the links below for direct access to these policies.

[Citrus Hill Admissions Policy](#)

[Citrus Hill Language Policy](#)

[Citrus Hill Academic Honesty Policy](#)

References

International Baccalaureate Organization (July 2014), *Candidates with Assessment Access Requirements*, Cardiff: IBO.

International Baccalaureate Organization (September 2016), *General Regulations*, Geneva: IBO.

International Baccalaureate Organization (2010), *Guidelines for developing a school assessment policy in the Diploma Programme*, Cardiff: IBO.

[Green Lake School District Assessment Policy](#)

[Great Oak High School Assessment Policy](#)