



Diploma Programme Assessment Policy

Celebration High School

Updated December 2017



International Baccalaureate Organization Mission Statement

The International Baccalaureate 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.

Celebration High School Mission Statement:

Celebration High School is a challenging and rigorous educational learning community that is dedicated to the preparation of students to be life-long learners and contributing members in a rapidly changing world.

The development of this document was a collaborative effort between the Programme Coordinator, individual subject teachers, and the CHS administration. Feedback was sought by all stakeholders and the document was finalized in December of 2017.

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Celebration High School Diploma Programme Assessment Policy

Section I: Purpose, Philosophy, Principles, & Aims of Assessment

Purpose:

The purpose of this document is to:

- Articulate the underlying philosophy and principles relating to all aspects of assessment at Celebration High School
- Ensure that all assessment practices align with the standards, practices and content of the International Baccalaureate Programme
- Explain the purpose of assessment and outline indicators of effective assessment practices
- Provide consistency of teaching and learning in the IB Programme
- Provide distinction between formal IB assessments and the supporting formative and summative processes that the school implements
- Describe how Celebration High School records, reports and communicates assessment results
- Serve as a guideline for assessment practices for students, teachers, administrators and parents

Philosophy:

The mission of Celebration High School is to create "a challenging and rigorous educational learning community that is dedicated to the preparation of students to be life-long learners and contributing members in a rapidly changing world."

Assessment plays a crucial role in supporting learning as well as measuring learning. It also plays a key role in achieving our whole school mission.

By implementing effective assessment procedures in varying forms, students, teachers, administrators, and parents are able to reflect on each student's progress towards achieving their learning goals. At Celebration High School we view assessment as a collaborative effort whereby all stakeholders are committed to the development of lifelong learners. All teachers at Celebration High School use criterion based assessments that are supported by the following principles.

Principles of Assessment:

Assessment practices at Celebration High School are guided by the following principles:

- All students are able to learn and all students can be assessed
- Teachers should be facilitators rather than directors of learning
- Assessments are critical tools used to develop effective teaching strategies and should provide parents, teachers, and administrators with information to support student learning
- Assessments monitor the progress of student learning
- A diverse range of assessments can and should be used for a variety of purposes
- Assessment should support curricular goals and be closely aligned with the standards, practices and philosophy of the IB Programme
- Assessment should be criterion related and student work should be judged in relation to identified level of achievement as opposed to the work of other students
- Assessment practices should be a collaborative effort that involves all stakeholders that is, teachers, students, parents, and administrators
- In order to achieve their learning goals, students must have a good understanding of the assessment criteria
- Students should be given the opportunity to self-assess their work and to assess the work of their peers
- Parents and students have access to students' grades using Parent and Student Portals

Aims of Assessment:

Assessment can be used for a range of purposes. At Celebration High School assessment has the following aims:

- To expose students to a rigorous, challenging and varied assessment curriculum that is closely aligned to the expectations of the IB Diploma Programme
- To help teachers to evaluate to what extent the educational objectives are met by the programme both in terms of curriculum and instruction and to enable them to revise instruction to meet student needs
- To provide students and parents with opportunities to determine the degree to which students have mastered content knowledge and skills and to reflect on how student capabilities may be further supported
- To encourage the development of high-order cognitive skills including synthesis, reflection and evaluation
- To promote good organizational skills and to encourage students to become lifelong learners who exhibit intercultural awareness along with the characteristics of the IB learner profile

- To include a suitable range of assessment tasks and instruments to ensure that all of the course objectives are assessed in each subject group
- To provide ongoing assessment overtime to provide continuous and timely feedback to support learning
- To develop an assessment curriculum that provides a valid and reliable demonstration of student performance
- To involve students in the assessment process by learning how to be reflective and to self-assess their own work, assess their peers and set goals for improvement

Section II: Assessment Practices

Assessment is a critical component of the educational process that enables teachers to monitor and evaluate mastery and understanding of content. At Celebration High School, assessment is ongoing and is integrated with instruction. We use a variety of formative and summative assessment methods.

Formative assessments are used regularly to measure student progress. Based on the results of these assessments, teachers and students can make adjustments to their teaching and planning.

Summative assessments are given at the end of a teaching unit or concept for the purpose of evaluating mastery. Summative assessments are criterion-based rather than norm-referenced.

Types of assessment that are used may include, but are not limited to:

- Class discussion and/or Socratic seminars
- Essays
- Experimental investigations
- Fieldwork
- Group and individual oral presentations
- Oral commentaries
- Multimedia presentations
- Multiple choice style questions and quizzes
- Online discussion forums
- Journals
- Studio work
- Class debates
- Tests and examinations
- Exhibitions
- Homework

Student work is evaluated using a variety of rubrics and scales, which are generally made available to students in advance so that they are aware of teacher expectations. Assessments and assignments may be graded through self-evaluation, peer evaluation, group evaluation, or evaluation by the teacher.

Whenever possible, students are exposed to questions from previous IB assessments, and to the markschemes used to evaluate those questions, so that students will be prepared for the level of rigor they will face when they complete their external assessments. Teachers also align their classroom grades with IB standards and boundaries, though they also take other factors into account, such as attendance, classroom work, participation, and homework, that may be a reflection of student effort as a component of their learning.

Celebration High School uses the following grade scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

Instruction in the Programme is geared toward both mastery of the concepts and skills in the curriculum, as well as preparation for the various internal and external assessments students will complete in order to earn their IB Diplomas. Ideally these twin aims dovetail, and student performance on IB assessments is expected to be generally consistent with student grades in class. IB assessments consist of Internal Assessments and External Assessments, both of which are completed during the eleventh and twelfth grades. The External Assessments are IB exams administered on the assigned test dates and sent directly to IB examiners for evaluation. Internal Assessments are mandatory assessments conducted by the classroom teacher and graded according to the rubrics provided within the IB curriculum guides. Internal Assessment scores are submitted to IB for moderation to ensure all Internal Assessment scores worldwide are consistent. Teachers have discretion over whether or not to include internal assessment grades in the classroom grade.

In addition to the general assessment policies described above, teachers at Celebration High School follow some specific policies to make sure student grades are meaningful and fair. Programme teachers communicate dates of major assignments and assessments with each other, and follow a departmental test-date calendar, in order to prevent students from having an excessive number of assessments all falling on the same day. Also, in keeping with School District of Osceola County policies, teachers at Celebration High School are expected to give a minimum of one graded assignment each week. No single assignment should be worth more than 20% of a quarter grade. Students who have an excused absence from school are entitled

to two days to catch up for each day of absence. Students with unexcused absences are not entitled to extra time to complete assignments and assessments.

Section III: Links between the Assessment Policy and Other Documents

Academic Honesty

Academic honesty and personal integrity are fundamental components of a student's education and character development. Celebration High School expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

Celebration High School believes that promoting academic honesty is the responsibility of the whole school community. Expectations concerning academic honesty are outlined in the school's student code of conduct and the IB program's academic integrity policy and are communicated to students at the start of each year.

In order to facilitate academic honesty, Celebration High School has a site license with Turnitin.com. Both students and teachers are encouraged to use Turnitin.com regularly to ensure the academic integrity of student work. Work submitted that does not meet the standards for academic honesty will not be assessed and the teacher will assign a zero for the work in question. In addition, the teacher will notify the parent/guardian and the IB Diploma coordinator.

Meeting of Deadlines

At Celebration High School, we encourage our students to be balanced and principled. A key aspect of this is to promote meeting of deadlines. This also serves to prepare students for future education expectations beyond the IB Diploma programme.

At Celebration High School, teachers work collaboratively to ensure that deadlines for the Internal Assessments and summative assessments for the different subject areas are distributed in a manner that supports student success.

Extensions for submission of assignments are based on individual circumstances and should be arranged with the teacher well before the deadline. Unauthorized late submission of assignments will result in a penalty as indicated in the teacher's course syllabus.

Section IV: Roles and Responsibilities

Student Responsibilities

- Successfully complete all diagnostic formative, summative, standardized and end of course assessments by the given deadline
- Maintain a cumulative unweighted GPA of 2.75
- Produce work of a high quality that accurately reflects their best
- Develop effective time management and study skills
- Adhere to the requirements for academic honesty as outlined by the Academic Honesty policy of Celebration High School
- Demonstrate characteristics of an IB Learner
- Be proactive in seeking help, monitoring their progress and identifying areas for improvement
- Maintain a positive, working relationship with CAS and EE supervisors.
- Meet all deadlines on the CHS IB Assessment Calendar

Parent/ Guardian Responsibilities

- Using the FOCUS Parent Portal, monitor their students' progress weekly
- Discuss assignments and assessments with student frequently to show support and encourage student achievement
- Contact teacher if questions or conflicts arise so that teacher can address the issue in a timely manner
- Attend all parent meetings and information evenings to ensure that information needed for exam registrations and Diploma requirements is received and completed on time
- Support students in the educational process and be mindful of the learning process instead of focusing solely on grades

Teacher Responsibilities

- Ensure that assessment tasks support the curricular goals of the IB Diploma Programme
- Inform students of the assessment criteria both of their subject and of all work that is assigned
- Design formative assessment activities to help students understand what is expected and how they can progress
- Follow deadlines outlined by IB Assessment Calendar
- Submit appropriate documentation to IB Coordinator by prescribed deadlines
- Maintain appropriate communication with the IB Coordinator regarding student progress
- Communicate with students and parents frequently regarding student progress
- Focus on the assessment of student learning outcomes more so than covering subject content

- Analyze assessment data to identify patterns of student performance and need
- Incorporate results of formative assessment activities into their everyday planning
- Provide and discuss exemplars with students to illustrate different levels of achievement against set criteria
- Use a variety of instructional and assessment strategies to differentiate instruction
- Utilize the IB Resource Center often in order to stay current on curriculum and assessment changes
- Provide meaningful and timely feedback on assignments and assessments

IB Diploma Coordinator Responsibilities

- Distribute IB assessment materials and other IB documents to teachers
- Schedule IB training and Professional development for IB teachers when curriculum is changed or as the need is identified.
- Arrange vertically and horizontally aligned meetings between the IB teachers to discuss and reflect on teaching and assessment strategies.
- Register students for the IB examinations
- Supervise IB testing and monitor testing conditions
- Monitor the extended essay process
- Monitor CAS progress
- Set deadlines and monitor the progress of all internal assessments and extended essays to ensure that sample sets arrive at the appropriate destinations on time.
- Cultivate a culture that prioritizes assessment for learning and assessment of learning
- Review the assessment policy with Diploma staff at the end of each academic year