

CHOLLA HIGH SCHOOL

INTERNATIONAL BACCALAUREATE

DIPLOMA AND CAREER-RELATED

PROGRAMME

ASSESSMENT AND GRADING

POLICY

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This policy will be posted on the [school's homepage](#) along with other IB policies for community review. Additionally, the assessment policy is closely aligned to the Cholla HS IB Diploma Handbook reviewed with all students and a parent/guardian during final IB admissions meeting.

Our Vision:

“Charging Fearlessly Toward Academic and Personal Excellence”

Our Mission:

Our Commitment as Cholla Chargers is to:

- Take risks in learning and respect the learning of others
- Practice persistence
- Demonstrate responsibility
- Embrace international mindedness
- Build leadership in ourselves and others

We Believe:

CHolla Pride

- Participate in keeping the classroom and school clean.
- Take pride in your appearance, follow the school dress code.
- Do your best!

Attitude of Respect

- Use respectful language with teachers and other students.
- Active listening while teachers or guests are speaking. Write down questions and ask them at appropriate times.
- Always be respectful to teachers and recognize teachers’ authority.

Responsibility

- Practice academic responsibility by paying attention, handing in assignments when due, and respecting classroom resources.
- Be on time to class and go to **ALL** classes with the materials needed.
- Take responsibility for your choices without blaming others.

Getting the Best Education

- Dress out for physical education (PE) and participate.
- Do your homework and bring it with you to class.
- Study for tests and request help as needed. Tutoring is available

Take...C.H.A.R.G.E.

Rationale/Purpose

For Cholla High School to fulfill the Tucson Unified District Schools' Mission and Vision as an IB School fully immersed in supporting the IB Learner Profile, the following Assessment and Reporting policy has been created. This policy is founded upon the principles that all students can learn and achieve at different levels. Additionally, students have unique strengths, talents and needs that should be reflected in assessments and reporting.

To support these principles assessment should aim to:

- Facilitate student learning through the use of assessments measuring academic attainment, growth, and engagement,
- Emphasize criterion-related assessment measuring student achievement against set criteria as opposed to assessing students in comparison to the work of other students,
- Provide constructive feedback to students, parents, and teachers to further assist in student achievement/growth,
- Challenge and motivate student learning,
- Scaffold assessment tasks throughout the Diploma and Career-Related Programme by introducing developmentally appropriate tasks/exam questions to ensure students have access and experience with the full range of assessment types they will encounter,
- Assist in ongoing programme and teacher professional development,
- Prepare students for external exams and IB assessments,
- Meet district, state and federal testing requirements,
- Assist with efforts to ensure college and career readiness.

Assessment Types

Formative Assessments In order to check for student understanding teachers use formative assessments. These assessments involve collecting, analyzing and interpreting student work to ensure understanding and help guide teachers in modifying instruction when needed. Formative assessments can be viewed as check-ins before major assignments or projects are due to clarify misunderstandings and ensure deeper learning.

Examples of formative assessments may include:

- Class discussions
- Presentations
- Bell work
- Homework
- Quizzes
- Portfolios
- Journals

Summative Assessments

To measure student performance against Diploma and Career- Related Programme assessment criteria, district, and state standards, summative assessments are utilized. Additionally, these types of assessments are used to award end of unit grades, determine levels for progress, semester reporting along with IB predicted grades.

Examples of IB specific summative assessments include:

- Past IB Exam Papers – throughout IB courses, past exam questions are introduced where developmentally appropriate. These exam questions are assessed against published IB criteria.
- Portfolio – throughout the IB courses that require some form of a portfolio, progress will be checked on a regular basis to ensure all standards are being met.
- Internal Assessments – In most subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. A variety of assessment types are used which vary from subject to subject.
 - Examples include oral exercises in language subjects, TOK class presentations, practical laboratory work, mathematical investigations, and artistic performances.
 - Samples of these internal assessments (IA's) are sent to experienced IB educators in another part of the IB world for moderation. This ensures consistency across all schools.
- External Assessments – Assessment tasks conducted and overseen by teachers without the restrictions of examination conditions but are then marked externally by examiners.
 - Examples of these include language written tasks, essays for Theory of Knowledge, and Extended Essays.
- Mock Exams – Generally conducted during February for students completing final examinations the following May.
 - During mock exams students are administered exams for all subjects which they formally test in the following May. The exam schedule simulates an abbreviated testing schedule similar to what students will encounter in May. The actual testing preparation, process, and eventual feedback from teachers is intended to help students better prepare for the IB official examinations scheduled in May.
- May Exams – Student examination sessions scheduled in May for concluding IB courses. These are official IB exams under strict testing conditions.
 - IB final examinations generally account for between 50% and 75% of final course grades.
 - Most SL courses have 2 associated exams, while most HL courses have 3 associated exams.
 - All examinations are marked externally by experienced IB Educators and then moderated by Senior and Chief Examiners. These checks and balances allow an international standard to be achieved and maintained.
 - Some subjects, (e.g., Visual Arts, Music, Theater), because of their nature have

practical examinations that are performance based.

Standardization of Student Assessments

- Teachers are encouraged to standardize student assessments at a minimum, once annually. The process includes having the principal teacher independently assess student work and generating a sample that includes a high, middle and low student assessment as measured against subject criteria.
- A second or several teachers ideally from the same teaching discipline, will assess the same work not knowing principal teacher's assigned levels of achievement per marking criteria. The teachers then come together and determine where each student's work was assessed against marking criteria. (See Appendix-1)
- Standardization discussion helps formulate consistent grading practice. Additionally, task directions are reviewed to ensure clarity. Teachers are encouraged to reflect on how assignments are unpacked and received by students to adjust as needed.

Arizona Department of Education Assessment Requirements

- ACT Aspire – Gr. 9, For district and state use, ACT readiness.
- AZELLA – Used for student placement into appropriate ELD classroom & language proficiency scores to differentiate English language instruction.
- Quarterly Benchmark Assessments – Gr. 9-11, English, Reading, Math, and Science utilize designated SchoolCity *Horizon* ACT Mimic Assessments
- PSAT – Gr. 9-11, Assessment of multiple subjects that measure readiness for late high school achievement measures. District level stakeholders use the data for AP and National Merit indicators. This data is also used by the IB DP/CP Coordinator for recruiting purposes.
- CTE Technical Skill – Gr. 10-12, State test to verify a student's knowledge of the technical skills associated with a career and technical education program. Program Stakeholders use the data to plan lessons; to enhance understanding of knowledge needed to participate in CTE lab.
- AzSCI – Gr. 11, Data used to measure student learning in Science.
- ACT – Gr. 11, For district and state use, college readiness.
- AP Testing – Gr. 9-12, Measure of advanced learning. Cholla offers 3 AP courses
- Civics Test – Gr. 8-12, until passed. Modelled on the U.S Citizenship and Immigration Services test, students are required to pass with a minimum of 60/100 to graduate.

Recording and Reporting

- Weekly Grades – Teachers are required by the district to input at least 2 grades per week.
- Progress Reports – Approximately every 4.5 weeks, the primary guardian progress reports are posted in ParentVue.
- Semester Reports – At the conclusion of each semester, semester reports are posted in ParentVue.

IB Internal Assessment Calendar

An Internal Assessment Calendar, which includes planning for intermittent progress and completion dates for the DP/CP Subject and Core requirements is planned at the beginning of each calendar year. These dates are communicated to the students at the beginning of each school year during an IB Orientation Meeting. Teachers are encouraged to stick to their due dates, however, there are times when they must be adjusted. Teachers communicate these changes to both the students and the IB DP/CP Coordinator. The IB DP/CP Coordinator assists in communicating these changes to the parents as well as the teachers.

IB Predicted Grades

An IB predicted grade is determined by each subject teacher and formally reported to the IB by the middle of April in the year a student will be testing in each subject. This 1-7 score is not reported on a Cholla HS report or transcript but sent directly to the IBO. It is a measure shared with students to be informative and to assist in ongoing development of the Cholla HS IB Programme and assist in professional development.

To formulate what a student is likely to receive as an IB score (predicted grade) at the end of course, teachers base the prediction on the following components:

- IB Internal Assessments
- IB External Assessments
- IB Past Exam Summative Assessments
- Cholla HS Mock and semester exams

Homework Policy

As the IB Diploma and Career-Related Program are considered a rigorous curriculum, there is a significant amount of homework each week. In general, students can expect anywhere from 2 hours of homework per IB course per night. Students work at different paces so this is a general approximation in which good time management skills may further help reduce outside schoolwork considerably. Additionally, students are expected to be proactive and check into virtual learning environments at least once a day when school is in session. This includes reading and responding to teacher messages in a timely manner. At some busy points in the DP/CP Calendar it may be more than this.

IB Late Work

To help ensure IB internal and external due dates are met, students who do not submit final work on a set due date will be asked to complete missing work the next day of school during the class where the work was assigned. An additional lunchtime study session may be arranged for completion. At the end of the lunch session and/or class session student work will be collected. This work will then be recorded as a final submission to the IB.

Academic Honesty

If a teacher suspects academic misconduct, the school's Academic Honesty Policy will be referenced for guidance. All work sent to the International Baccalaureate will be checked through plagiarism software the school subscribes to.

Grading Practices

Cholla HS offers many programs in addition to the IB Diploma and Career-Related Programmes. This section includes school-wide specific grading practices followed in all programs.

General Grading Practices and Expectation

All teachers are required to maintain a district electronic gradebook for grading purposes and record keeping. Additionally, each teacher is required to enter a minimum of 2 grades every week. Students and parents have access via the Student/Parent secure portal. On school reports, teachers report grades in percentages with a letter grade.

To assist in grade conversions, the following scale is referenced:

IB Diploma General Assessment Cholla HS Conversion

IB SCORE EQUIVALENT	IB DESCRIPTORS	LETTER GRADE	CHOLLA HS DESCRIPTORS	PERCENTAGES
7	Excellent	A	Excellence	96%-100%
6	Very Good	A	Above Average	90%-95%
5	Good	B	Above Average	80%-89%
4	Satisfactory	C	Average	75%-79%
3	Mediocre	C	Passing	70%-74%
2	Poor	D	Below Average	60%-69%
1	Very Poor	F	Failing	59% and below

Relative Weight of Grading Categories

Subject departments all use weighted categories, which differ slightly. Appendix 1 contains a summary of how subject departments weigh and use categories within teacher grade books. The special Education Department works collaboratively with all departments. Students involved with the Special Education Program are the beneficiaries of Individual Educational planning via the IEP process. Accommodations and modifications (including grading practices) developed by the IEP team will be adhered to as prescribed in the IEP per Individuals with Disabilities Education Act and supporting the Cholla High School's IB Exceptional Education Policy.

Non-IB Late Work

Students who have an excused absence will have 1 day for every day of absence to complete missed work per school policy. Students with special circumstances should work with teachers to determine alternate individualized due dates when appropriate. Extensions to original due dates are subject to teacher discretion.

Policy Review

This policy will be reviewed by administrators and IB teachers on a two-year basis and published on the Cholla High School homepage under IB Diploma/Career-Related Programme Policies.

Appendix – 1 IB Standardization Process

IB Standardization Process

Student	Crit. A	Mod	Crit. B	Mod	Crit. C	Mod	Crit. D	Mod	Crit. E	Mod	Crit. F	Mod
Criterion Comments	<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p> <p>F</p>											

General reflection on assignment directions, formative processes...to consider going forward.

Acknowledgements

Diploma Programme assessment Principles and practice. (2010). Geneva: Peterson House. Diploma Programme: From principles into practice. (2015). The Hague: IB Publishing Ltd.
 Guidelines for developing a school assessment policy in the Diploma Programme. (2010). International Baccalaureate Organization.

Cholla High School would like to acknowledge the contributions of the following schools based on policies found in the public domain: Canyon Del Oro High School, International School of Paris (ISP), K. International School Tokyo (KIST) and Tempe Union High School District

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