Cholla High Magnet School
International Baccalaureate Diploma Programme
Assessment Policy

The Cholla High Magnet School Assessment Policy is written for teachers, parents, administrators and other stakeholders of the learning community. This policy is a fluid document that reflects our school’s assessment needs. This assessment policy applies to the Diploma Programme (DP) at Cholla. It is directly linked to the International Baccalaureate Organization’s (IBO) and to our vision and mission statements, as well as our academic honesty, language, and exceptional education policies.

VISION
Charging Fearlessly Toward Academic and Personal Excellence

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

PHILOSOPHY: What are our beliefs?
The IB assessment model for the DP at Cholla supports our teacher’s professional judgment in deciding levels of achievement for every student. Teachers use specific criteria in each subject area and align those with the interim objectives in their subject area. Teachers use formative assessments to check their students’ individual progress and guide instruction. The subject specific criteria are used to evaluate each student’s individual summative assessment, which measures what the students know at the end of the unit.

The assessment model follows IB guidelines and principles, state and national standards, and district policies.

PURPOSE: What do we want to accomplish?
The purpose of assessment is to:
2. Guide instruction.
3. Promote the IB learner profile.
4. Promote the development of higher-order thinking skills.
5. Reflect international mindedness.
6. Communicate student progress to all stakeholders.
HOW DOES OUR ASSESSMENT MODEL SUPPORT STUDENT LEARNING?
Teachers give students timely feedback regarding their performance on a variety of assessments. These assessments identify what their students understand and what they can do. Both student and teachers engage in the practice of self-reflection about the process and the product of learning. Units focus on universal concepts, which help us with using a variety of assessment formats. Units are always planned with assessment in mind. Students know from the start of a unit what assessment criteria will be used and what the learning expectations are. For large projects or assessments, students will receive both an IB DP 1-7 score and a TUSD Making the Grade percentage, with a conversion chart used such as the sample at the end of this policy (conversion charts may vary by subject area).

HOW DO WE ALIGN THE WRITTEN AND ASSESSED CURRICULUMS?
In the Diploma Programme, teachers meet in subject area teams to review and refine their curriculum. The teachers align the IB objectives and curriculum objectives. They decide what assessment criteria will be used to evaluate the student’s individual summative assessments.

WHAT ASSESSMENT STRATEGIES DO WE USE?
We use a variety of formative as well as summative assessments. The reason for this practice is that we believe in holistic learning (a philosophy of education based on the premise that each person finds identity, meaning, and purpose in life through making connections amongst the different disciplines) and want to provide a more balanced view of our student’s progress.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>WHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBSERVATION</td>
<td>This strategy is primarily used for skill building. Some varieties might be videotaping and recording. Peer observation might be used as well.</td>
</tr>
<tr>
<td>SELECTED RESPONSE</td>
<td>Short quizzes and tests with specific questions</td>
</tr>
<tr>
<td>OPEN ENDED TASKS</td>
<td>Teachers give students a stimulus. Students come up with an original response. This response takes on many forms such as presentation, brain map, diagram, song, taking a stand, essay...</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>Students demonstrate a range of knowledge, skills, understandings and attitudes that they have developed in the classroom. This can be composition, a research report, presentation, and proposed solution to a problem. The student’s understanding has to be visible.</td>
</tr>
<tr>
<td>JOURNALS</td>
<td>Reflection is an important part of the DP. Journals can be used for students and teacher to reflect upon the learning process. This type of reflection can lead to a better understanding of the significant concept.</td>
</tr>
<tr>
<td>PORTFOLIOS</td>
<td>Used to involve students in their own learning. This is a way to record learning achievements over a long period of time. Student and teachers choose a variety of student work that includes a student’s level of understanding, knowledge, skills and attitudes.</td>
</tr>
<tr>
<td>STANDARDIZED TESTS</td>
<td>District, ATI, and state tests are used to monitor student progress in meeting</td>
</tr>
</tbody>
</table>
When choosing any of the above mentioned specific assessment formats, teachers keep in mind that the task has to align with the assessment criteria and its descriptors. When designing tasks teachers also have to take the individual needs of exceptional education students and English language learners into consideration. This includes students with 504 accommodation plans. In addition, teachers will use examples of student work so that our DP students will develop an understanding of quality work. Teachers will regularly collect examples of student work. Teachers will utilize a range of examples based on the levels of individual student achievement.

**HOW DO WE RECORD OUR ASSESSMENT DATA?**

Each teacher will use rubrics for their content area, which are aligned with the IB objectives. Each teacher is responsible for recording the individual student achievement levels in a grading book. These levels are then converted into our district’s grading system, which is recorded regularly in the TUSD Making The Grade software program. Teachers may select comments relating to the IB learner profiles in the Making The Grade comment box. These comments are added to the progress, quarter, and semester grades.

Teachers will be encouraged to use a variety of assessment tools:

1. **Anecdotal records**: brief written notes based on observations of students.
2. **Rubrics**: Assessment tables that describe different attributes of student achievement in a variety of levels.
3. **Checklists**: Elements that need to be present in a student’s response to a task.
4. **Examples**: Samples of student work. Ideally, one example for each achievement level.

**HOW DO WE COMMUNICATE OUR ASSESSMENT DATA?**

We will follow the TUSD guidelines for sending report cards to the home. Grade reports will be sent to the home approximately every four and a half weeks. Grades are continually accessible through TUSD Stats on-line for parents/guardians, students, and other staff members. Teachers are responsible for updating this data weekly. Teachers will communicate individual levels of achievement a student earned on an ongoing basis.

**SUMMARY**

- Teachers plan, teach, and assess collaboratively.
- Teachers use a variety of assessment strategies.
- All DP unit planning begins with the question, “What do we want our students to be able to do?” based on the appropriate IB subject guides.
- Teachers give feedback to students in a timely manner.
- Teachers and students continually reflect on the learning process.
- Teachers use assessment to guide instruction.
<table>
<thead>
<tr>
<th>Grade Descriptor</th>
<th>IB Level</th>
<th>Grade %</th>
<th>TUSD %</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent performance</td>
<td>7</td>
<td>98-100</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>Very good performance</td>
<td>6</td>
<td>93-97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good performance</td>
<td>5</td>
<td>90-92</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>Satisfactory performance</td>
<td>4</td>
<td>80-85</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>Mediocre performance</td>
<td>3</td>
<td>70-76</td>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Poor performance</td>
<td>2</td>
<td>65-69</td>
<td>60-69</td>
<td></td>
</tr>
<tr>
<td>Very poor performance</td>
<td>1</td>
<td>60-64</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>The candidate has not yet reached level 1.</td>
<td>0</td>
<td>0-59</td>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>