

Capistrano Valley High School Assessment Policy

Capistrano Valley High School is committed to frequent on-going assessment. The faculty and staff at CVHS collaborate on a consistent basis with the goal of providing formative and summative assessments to their students that provide quality feedback for analysis. While the overall purpose of the summative assessments is to measure the student's degree of mastery of the content, the philosophy behind the assessments is to determine what students have learned, what they still need to learn, and to formulate approaches to reteaching the material when students are not learning. The main purpose of assessment and evaluation is to

- improve student learning
- clarify success criteria
- help students become independent learners
- inform instructional decision making

Definitions

- **Formative Assessment:** Assessments that provide data regarding progress of how much students have learned and what they still need to master. Used by instructors to modify instruction and to give feedback to students. These are typically low-stakes, low point value assessments that are used throughout a unit of study.
- **Common Formative Assessment:** These assessments are developed by teams of teachers and are designed to provide data regarding progress of how much students have learned on one essential standard and what they still need to master. These are used by instructors to determine which students need additional support and intervention. These are typically low-stakes, low point value assessments that are used to give students feedback and intervention prior to a summative exam.
- **Summative Assessment:** Typically an end of unit exam/project in which students are evaluated against a standard or benchmark. These are usually worth many points and have a significant impact on the students' grade in the class.
- **Internal Assessment:** A project/exploration etc. of some sort that is evaluated using rubrics provided by IBO and scored by the teacher.
- **External Assessment:** IB Examinations that students take in May.

Purpose of Assessment

- Provide valuable information to both teachers and students for continuous learning
- Provide data that teachers can use to inform and improve instruction
- Provide students an opportunity to demonstrate an understanding of the problem or question at a much more advanced level than rote memorization or fact finding.
- Ensure students are pursuing academic excellence that is aligned with state standards
- Monitor student progress and allow students to demonstrate what they have learned
- Inform parents of student progress against a set of standards
- Promote student reflection and self-assessment
- Develop international mindedness by using assessments set in a variety of cultural/linguistic contexts

Philosophy of Assessment

- Students should be provided frequent opportunities to be assessed
- Teachers should use assessment results to guide instruction
- Teachers should collaborate to create rigorous common assessments
- Teachers, students and parents should have a clear understanding of what the standards being assessed are, what the grading criteria are, and how the assessments are delivered
- Should allow teachers to individualize learning plans
- Should promote high-level thinking
- Commit to on-going assessment using a variety of assessment tools, including formative and summative assessments that include all a variety of assessment types, such as multiple choice, short answer, essays, explorations, portfolios, and oral presentations.
- Assessments should provide students with experiences and skills needed to demonstrate their knowledge on state standardized tests and IB exams.
- Assessment feedback should be provided in a timely manner
- Accommodations are made for students who have 504 or IEP plans
- English Language Learners, students with 504 and IEP plans should participate appropriately in assessment. Interpretation of their results should take their language proficiency and the supports needed by the students and what impact these have on the student's ability to understand the assessment.

Effective assessment is critical for parents, teachers, and administration. The staff is committed to examining our assessment practices and working to create multiple opportunities for students to demonstrate mastery.

Effective assessment and students:

- Students must understand what they are expected to know
- Assessment gives students the opportunity to demonstrate mastery
- Assessment must be fair
- Assessment guides the learning process
- Rigorous assessments challenge and motivate students to achieve at higher levels
- Results provide feedback to students about their individual progress

Effective assessment and parents:

- Parents have access to School Loop, where assignment details are posted online
- Through School Loop, parents can monitor their student's academic progress
- Teachers updating results on School Loop provide frequent, near-immediate communication with parents
- Results on School Loop must be reported at a minimum every 6 weeks though most teachers update grades weekly

Parent involvement is highly encouraged at Capistrano Valley High School. Parents are connected to the school through a number of means. The teachers post grades on Canvas (our learning management system) frequently so parents can monitor progress. Canvas also provides for convenient and secure two-way email communication between teachers and parents. Staff members are also committed to phoning parents to provide feedback to parents. Teachers share their assignments and (through in-person conferences) tests with parents so there is clear communication and understanding about the type of work students are doing, and what they are expected to do.

Effective assessment and teachers:

- Teachers define for students the daily content and language objectives: what students will be able to do
- Teachers provide students with rubrics or detailed expectations to help them understand the type of work they must produce
- Formative assessments are used frequently as a means to check for understanding
- Common formative assessments are used several times a semester to determine which students need intervention and reteaching prior to a summative assessment
- Teachers collaborate to analyze results to common assessments
- Teachers modify instruction to respond to outcomes revealed by assessments
- Promotes higher level thinking skills

- Expectations of the assessments drives instructional plans within the curriculum
- Teachers can individualize learning and differentiate instruction based on individual outcomes

Summative and Formative Assessment:

Teachers at Capistrano Valley High School share a belief system that encourages students to demonstrate understanding, and ultimately mastery, by a variety of summative assessments. Most common are unit exams and quizzes, as well as cumulative semester final exams. Additional types of summative assessments vary from one subject area to another but can include major writing compositions, laboratory activities, research presentations, a performance, or creation of an artwork. Teachers are encouraged to design rigorous alternative assessments that are suitable to the course standards. All summative assessments are criterion based so students can demonstrate their level of attainment of the criteria.

Naturally, externally-defined curriculum standards (and any external assessments), such as those defined in the IB subject guides, determine the expectations of internally-created summative assessments. Teachers collaborate to create common summative assessments to ensure consistency in assessing the students. In the IB classes, these assessments frequently include past IB exam questions, IB practice exam questions, or questions like these. These assessments are scored using IB-style rubrics and criteria so that students become familiar with the IB rubrics and scoring methods. In this way, the grade a student earns in each class demonstrates their level of preparation for the IB external exams.

Since the summative exams in IB classes are scored based on a rubric, in order to standardize grading teachers will often collaborate on the grading of the exams. This way, they can ensure consistent, fair scoring.

The criteria of those external assessments are then used to define the objectives and expectations of the daily lessons within a given unit. Teachers have long been aware of the need to address the course standards with students on a frequent basis. Teachers discuss daily content and language objectives with students in statements that set forth what students will be able to do. These very statements also define the expected outcomes that will be assessed. For instance, “You will be able to determine the break-even value in a business situation by graphing the system of profit and cost equations.” Thus the students are aware that in order to show mastery of the concept, they will have to graph two equations correctly, locate their intersection, and understand how to interpret the coordinates as results that relate to a financial situation.

The staff also believes strongly in frequent on-going formative assessments. These assessments are generally used to check for understanding and can include homework. Longer formative

assessments — usually quizzes — are scored and graded so that students are motivated to perform as best as they can. Brief formative assessments of all sorts are routinely used to provide instant data that can reveal how well the class, or an individual student are understanding the lesson. Teachers use the data from these to modify future instruction.

Recently, the school staff has focused on developing common formative assessments that are based on essential standards. The school district has provided training on the process of selecting an essential standard, choosing learning targets, creating common formative assessments, data analysis and providing feedback to students with the goal of helping the struggling students achieve mastery of the content. The district has allocated meeting days for teachers to work collaboratively on this process. Teachers are now using at least one common formative assessment per semester and working with struggling students during a tutorial period. Many teachers also require that students reflect on their performance on these assessments and give students opportunities to correct mistakes in understanding.

Of course, routine coursework is an assessment as well. Daily, students can be seen participating in timed response assignments, solving complex mathematical problems, giving presentations, completing labs, or doing quick writes. These types of assignments provide students with practice demonstrating learned skills and understanding of concepts but are also designed to promote critical thinking skills that allow students to transcend their learning to real world experiences.

Teachers at Capistrano Valley create assignments with the goal of evaluating their own performance as well. They constantly examine their students' progress so they can improve their own instruction and professional practice. Teachers meet weekly to discuss and share their formative and summative assessments, and use that data to refine their lesson plan and instructional techniques. Teachers are encouraged to be uncomfortable with the status quo, and to be committed to continuous analysis of student scores to create more effective teaching and ultimately learning.

Report Cards

Report cards are issued twice a year at the end of a semester. Progress reports are issued every 6 weeks and are available on the Student Information System, Aeries. Teachers also maintain an electronic gradebook via Canvas which gives students and parents access to their grades as they are posted. Students are awarded letter grades (A,B,C,D,F) based on their mastery of the content standards for the course with A grades representing advanced mastery, C representing basic understanding, and F representing failure to learn the content standards. Most teachers use the typical 90-100= A, 80-89=B etc. scale to determine grades but each teacher has discretion to adjust the scale. Capistrano Valley does not report course grades using the IB 1-7 point scale.

Student's grade point average is calculated based on their grades on the semester report cards according to the following scale. AP, IB and Honors classes are considered weighted classes so students earn higher points in these classes. The grades in the IB classes are used by the teachers to determine the IB predicted score for the student.

Non-weighted class grade	Points	Weighted class grade	Points	IB Equivalent Score
A	4	A	5	5-7
B	3	B	4	4-5
C	2	C	3	3-4
D	1	D	1	2
F	0	F	0	1

Assessment of IB, State, and National Standards

The CVHS core subjects are aligned with California state standards which allows for criterion-referenced assessments. The classes are mastery-oriented, informing all students of the expected standards and teaching them to succeed on related outcome measures. CVHS students participate in the national and state tests but these do not greatly impact the Diploma programme other than time involved for actual tests during the school year. These are standardized, norm-referenced tests that do not affect grades within IB courses.

IB students are assessed within IB courses according to the IB criteria specific to each course. In all classes, student work is judged in relation to how well a student performs against an objective rather than another student. In all IB classes, students will need to complete internal assessments such as individual oral presentations, individual oral commentaries, explorations, investigations etc., depending on the course, in addition to teacher-generated assessments. In general, these are due to the IB coordinator by the end of March but individual teachers will set their own deadlines and these must be adhered to. Students who are candidates for the diploma will also be required to complete the IB external assessments for their six subjects.

IB Internal and External Assessments

The IB Diploma program uses two types of formal summative assessment to determine the students' final IB grades: Internal and External Assessments. Subject teachers are well-informed

of the detailed IB policies that describe the conditions under which these assessments must be administered. Also, IB students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

The IB Internal Assessments (IA) are marked internally and provide students with opportunities to show mastery of skills outside of final examinations. IAs reflect the students' summative achievement rather than an average of formative marks. The principle aim of conducting internal assessments is to evaluate student achievement against those outcomes that do not lend themselves to externally marked written exams. These IA components are marked by the IB teacher before they are moderated by an external moderator. Examples include the historical investigation in History of the Americas, the Individual Oral Commentary in both English A: Literature and Language B, Math Explorations, Science Investigations and the TOK Presentation. The marks for the IA are submitted to IB along with a representative sample (selected by IB) of the work marked by the subject teacher. IB may then adjust the marks of the assignment up or down if the teacher's marks are deemed too high or too low.

The students receive instruction on the requirements of these challenging tasks and are provided with lots of scored examples to help them better understand the rubric. In each subject, teachers are given the specific list of criteria to assess along with guidelines about how to mark each criterion. The IB assessments are graded on a 1 to 7 scale with 7 being the top mark.

The IB External Assessments comprise the majority of a student's final IB grade. These written exams are assessed externally by IB examiners, to ensure reliability in marking. The majority of these exams are the summative written exams given in May. Other external assessments are the Extended Essay, Written assignment in English, TOK essay and portfolios in Music.

The dates and times for the IB exams are set by IB and are published at the beginning of the school year. IB exams are conducted in strict accordance with IB regulations. The external assessments typically make up 70-80% of the students' final IB grade.

Recording / Reporting DP Assessments

Students are given their Individual Pin Code Report in late May so that they may access their results from the IB website starting on July 6. If a student misplaces this information, they can email the IB coordinator for assistance. The IBO will **not** discuss results with candidates, their legal guardians or representative. **If a student has an issue regarding his or her result, he/she must contact the IB coordinator for assistance.** Currently, IB results are not included on official CVHS transcripts.

In order to earn the IB Diploma, students must fulfill the requirements which are delineated in the IB publication, *General Regulations: Diploma Programme* and are outlined on the site: <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/> Students must earn at least 24 points. These points are earned from their assessments in each of the six subjects (7 points maximum per subject) and from their Theory of Knowledge and Extended Essay scores (3 points maximum). At least 12 of the points must come from HL subjects and at least 9 from SL subjects. Also, students must score above 1 in ALL subjects, must earn more than 2 in 4 subjects, must earn a D or higher on both the TOK essay and the extended essay and must submit all internal assessments, the extended essay and the Theory of Knowledge work. Finally, all Creativity, Action, and Service requirements must be met.

Students must formally request that their exam results be sent to a specific college or university by completing a google form sent out by the coordinator. This form must be submitted by the provided deadline (typically June 1). The coordinator will then electronically submit all requests. If a student will be attending a school outside the United States of America, then this information may be needed at an earlier date. The IBO will submit exam scores to the requested institutions in electronic or paper format.

For further information on the IB assessments students and guardians should refer to the following link:

<https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>

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Resources

International Baccalaureate Organization (November 2022) *Diploma Programme Assessment Procedures 2023* , Geneva, Switzerland: IBO.

International Baccalaureate Organization (November 2021) *Diploma Programme assessment: Principles and practice*, Geneva, Switzerland: IBO.