
International Baccalaureate Diploma Program CHS Assessment Policy

Updated 2020-21

Assessment Philosophy:

The primary purpose of assessment at Carmel High School is to support student learning. IB teachers at CHS use assessment to inform instructional decisions, to better understand the academic needs of individual students, and to analyze the effectiveness of instruction. Effective teaching will prepare students for both formative and summative assessments which are designed to measure understanding of course aims and objectives. These assessments are used to measure and report student understanding to students, parents, and teachers; provide ongoing and consistent feedback to students and teachers; and to guide decisions about instructional content and practices.

Assessment Principles:

Assessment at Carmel High School is grounded in the following principles:

- Assessments are designed to reflect the written curriculum for each course
- Assessment data is used to provide ongoing feedback to students
- Assessment data provides opportunities for teachers to continuously improve their teaching practices
- New evidence of learning should replace previous evidence of learning.
- Formative and summative assessments are used together to monitor student progress and learning
- Assessment will be criterion referenced, rather than norm referenced to reflect student understanding
- Assessment will be designed to ensure fairness and reliability for all students
- Accommodations in assessments will be made for students with varied needs and abilities

Types of assessments:

Formative assessments

Formative assessments are used to measure student understanding and provide ongoing and consistent feedback to students and teachers at various points throughout units of study. The formative assessments in a course are created and sequenced with the end goal of building the knowledge, understanding, and skills needed for successful completion of later summative work. Formative assessment is beneficial for students as it allows them to understand their current level of understanding in relation to course learning aims and objectives and set individual learning goals. Review and reflection of these formative assessments is integral to student learning and is built into classroom practices. Examples of formative assessments include in-class assignments, small group processing activities, discussions, mini-presentations, quizzes, homework, conferences, and reflections. Formative assessments are useful for teachers in helping to guide decisions about how to instruct the class as a whole and how to provide differentiated instruction if a student or group of students is struggling with a particular concept. Formative assessments will factor into a student's semester grade, but will constitute no more than 10-30% of a student's final grade for the course. Within these parameters, our teachers have autonomy regarding the number and frequency of formative assessments used so long as they are using formative assessments to give ongoing and consistent feedback to students.

Summative assessments

Summative assessments should reflect the achievement of students related to the standards and benchmarks of the course of study. Summative assessments are aligned with IB assessments with regards to content, rigor, and mark schemes utilized and give students the opportunity to apply their understanding to new and authentic contexts. Emphasis in summative assessments is on whole course understanding, rather than knowledge of individual units of study. Grading and marking of summative assessments will be criterion referenced based on identifiable skills and aligned with IB marking criteria. Summative assessments constitute the majority of a student's semester grade (70-90%), depending on the course design. Teachers have autonomy regarding the number and frequency of summative assessments used so long as the summative assessments being used are designed to measure students' achievement of IB benchmarks and standards. Examples of summative assessments include final exams, mock IB exams, unit projects, portfolios, written reports, and performances. IB assessments, including portfolio work, IAs, and May exams, serve as the final summative assessment in IB courses. Teachers follow all IB guidelines to enable students to complete these formal assessments using IB practices and guidelines.

Internal assessments

IB courses include internal assessments which are examples of student work evaluated by teachers at CHS and then reviewed & moderated by IB examiners. This moderation practice ensures reliability and alignment with IB assessment standards across all IB world schools. IAs can take the form of historical investigations, math projects, portfolio work, oral commentaries, lab reports, artistic performances, etc. The inclusion of internal assessments allows IB students to showcase their skills outside of timed, testing environments, while also allowing for individual choice and exploration of an area of interest within a course.

At CHS, teachers will provide adequate time for students to produce their IAs, providing them with rubrics and feedback, as allowed by the IB. Our teachers are expected to grade internal assessments using the rubrics and standards provided by the International Baccalaureate. All teachers are encouraged to grade sample assessments released by IB and compare their own grading with that of the samples until they have an operational understanding of how the rubric should be used to assess learning. Teachers with common courses are expected to collaborate on grading, comparing marks with one another and discussing any discrepancies in the scores. This process is designed to promote inter-rater reliability and improve the objectivity of internal assessment scoring. For our courses with only one teacher, the DP coordinator will provide teachers the opportunity to network with other schools as needed to implement the IA.

External assessments

IB courses include external assessments which vary in form for each IB course. All courses except for Group 6 will have externally assessed May examinations. These exams are administered under strict protocols in order to ensure fair and valid results. May examination papers are administered over a two-day period for each subject area according to a schedule provided by the IBO. These exams vary by course but allow students to apply their understanding of course content to varied contexts and examples. Most exam questions are open-ended and require students to create a response based on data sets, case studies, extracts, and/or course syllabus knowledge. The IB examiners will score these exam papers using established mark schemes and rubrics. These exam scores are combined with the other internal and external assessment scores within a course to provide a final score from IB for the student's work in the course. These final scores are posted in July each year. Preparation for May examinations is ongoing within our IB courses, as teachers provide practice questions, use exam rubrics for formative and summative assessments, and gear learning to exam objectives throughout the year.

In a few IB courses, there is an additional external assessment that is used as part of the student's IB score. For example, students in Language A Literature write an HL Essay which is externally assessed, but is not part of their May exams. For these courses, the additional external assessment is used to showcase a student's skills over time and outside of the restrictions of the examination environment. Teachers will give students adequate time to produce these external assessments during the course and will provide guidance and feedback according to IB's guidelines within these courses. IB has specific rubrics for these assessments which students are shown in advance. These additional external assessments are not evaluated by the CHS teacher, but are marked externally by IB examiners from around the globe. The scores from these external assessments are factored into the overall score for the course earned by the student.

State and National Requirements related to Assessment

Students at CHS follow the requirements set by the State of Indiana Department of Education for graduation. According to the Indiana DOE guidelines, students are able to use their IB coursework and examinations to earn a Core 40 with Academic Honors Diploma. All IB courses also count towards the coursework and electives needed to earn the 47 credit hours required for the Core 40 Academic Honors Diploma. IB Diploma students can also use their CAS completion to satisfy the service-learning option for a graduation pathway. The CHS Counseling Department and the IB Diploma Program Coordinator at CHS

will guide students through the requirements for the state diploma as well as the IB Diploma to ensure that both are earned simultaneously.

In addition, the Carmel Clay School District administers the PSAT to all 9, 10, and 11th grade students each year. Students can choose to take the SAT or ACT at the school at any point during their high school years if desired as part of their college application plan.

No additional exams or end of course assessments are required by the State of Indiana for graduation if the IB Diploma is pursued and adequate grades are achieved on all coursework along this pathway. The state of Indiana recognizes all IB coursework, regardless of the final score achieved after taking the appropriate IB exams.

Local School District Requirements related to Assessment

Grades at CHS are reported by semester for all courses. Formative, summative, and final exam grades are used in combination to calculate this semester grade. Students and parents have 24 hour access to grades via our PowerSchool gradebook. Department chairs and administrators monitor that teachers regularly update grades throughout the semester and have an appropriate balance of formative and summative assessments. Students are encouraged to contact teachers with any questions they have about their grades. Semester grades are reported as A-F using the following scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0

Assessment Practices -- Grading and Marking

- Teachers within each course attend IB training in order to understand IB Assessment requirements and marking.
- For summative and formative assessments, teachers at Carmel High School use IB rubrics to help students gauge their current level of achievement. Such rubrics are provided to students in advance of assessment work to help them understand assessment expectations.
- IB teachers show students exemplars of various levels of achievement on assessments to help them evaluate their own work
- Collaborative time during department meetings, teacher work days, and PLCs (Professional Learning Communities) is focused on reviewing and planning assessment practices and outcomes
- Teachers examine data from past years to look for correlations between the past and future scores.
- Teachers use mark schemes and grading boundaries to determine an IB student's grade and how their performance in class matches the IB DP standards.
- Students are given their CHS grades (A-F) at the end of each semester, in January and May respectively. The State of Indiana Diploma is awarded to seniors in May after completion of required coursework.
- Students are awarded their IB Course scores, including the awarding of the IB Diploma in July when released by IBO.

- CHS teachers do not modify course grades based on IB exam results which are reported after grades have been finalized. However, our teachers are committed to ensuring that student work throughout the course is assessed using IB standards, and that student grades are determined with IB standards in mind.
- Teachers continuously strive to match their assessment practice with that of the IB. Teachers use component scores in August every year to identify areas for improvement in their assessment practices.
- Students may be given multiple opportunities to show mastery on assessments. This opportunity can occur after feedback, additional instruction, and/or guided practice to improve knowledge, understanding, or skills.

Assessment Practices -- Recording and Reporting

- IB teachers provide students with prompt feedback about their work on assessment
- Feedback to students is geared towards showing ways to improve
- Self reflection is integrated into IB classrooms at CHS as an important way to focus on improvement on assessments
- Parents and students can see current grades on PowerSchool and can ask teachers for clarification as needed
- All teachers utilize Canvas, our learning management system, to post class calendars, syllabi, and due dates.

Assessment Practices -- Accommodations

Any student with an Individual Education Plan (IEP) or 504 Plan may require modifications to assessment. Any modifications to assessment will be stated in the student's IEP or 504. See the Carmel High School IB Inclusion Policy for more information about implementation of such accommodations.

ENL students may need additional support with IB assessments. Appropriate support will be determined through collaboration between the subject area teacher, the IB DP Coordinator, and the ENL teacher of record. For additional information, please refer to the Carmel High School IB Language Policy.

Assessment Practices -- Communication of Policy with Stakeholders

At the beginning of each school year, the IB Diploma Program Coordinator will meet with all IB Diploma students to discuss school policies, including the assessment policy. All policies are available on the school website and within the Canvas courses for IB Diploma students so that parents, students, and teachers can access the policies as needed.

The DP Coordinator will review all policies with teachers each year, and provide a dedicated on-boarding for any new teacher or counselors unfamiliar with the IB DP. Teachers will acknowledge annually that they have reviewed the policies of the IB DP.

Development & Review of this Assessment Policy

CHS revised its original (2005) IB Assessment Policy during a three year review process involving a team of stakeholders from all areas of the school, including teachers, administrators, counselors, students, and parents. The new policy was implemented in 2014. Review of that 2014 policy has been conducted on an annual basis since that year with modifications made as needed based on current building philosophy and practices, as well as any adjustments made by IB to course requirements. Policy input and adjustment is overseen by the DP Coordinator and supported by feedback collected from a focus group of students, parents, teachers, and administration. The assessment policy will continue to be reviewed annually to ensure the document reflects current standards and practices both for IB and Carmel Clay Schools.