



## ***Marco Antonio Firebaugh High School***

### **Assessment Policy**

#### Assessment Philosophy

Marco Antonio Firebaugh High School (FHS) administration, staff and community recognize that assessments play a pivotal role in the development, planning, teaching, assessing, reporting, and reflecting on improvement. All staff members agree to be actively engaged in assessing student progress and in ensuring that evaluation practices are fair to all students.

#### Purpose

Effective assessments allow students to:

- Determine the degree to which they have mastered content knowledge and skills
- Reflect on their progress and growth
- Allow for self-evaluation of strengths and identification of areas for improvement
- Utilize a variety of learning styles and intelligences
- Set goals for their own learning and promote life-long learners
- Parallel or surpass district and state standards

Effective assessments allow teachers to:

- Determine the degree to which students have attained mastery of content knowledge and skill
- Revise instruction and curriculum to meet the needs of students
- Reflect on their own knowledge and skill, and professional practices
- Recognize students' learning styles and to create assessments that utilize these styles
- Analyze data to identify patterns in student performance and needs
- Promote a college-going culture

#### Alignment

Firebaugh High School IB assessment processes are based on IB requirements and are designed to ensure that our students satisfy all IB assessment requirements. In addition to IB requirements, FHS must also adhere to the following local requirements:

- Smarter Balanced Assessment Consortium (SBAC): Examinations at the state level that measure students' progress toward achieving California's Common Core content standards in English–language arts (ELA) and mathematics which determine college readiness. Students take these tests near the end of their 11th grade year (Year 1 of IB DP program).

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- English Language Proficiency Assessments for California (ELPAC): Currently, the English Language Proficiency Assessments for California (ELPAC) is the mandated state test for determining English language proficiency (ELP). It must be given to students whose primary language is one other than English. California and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten—or year one of a two-year kindergarten program, also referred to as transitional kindergarten—through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards and is comprised of two separate ELP assessments: The Initial ELPAC and the Summative ELPAC.

### Assessment Strategies:

Type of assessments used: Teachers use assessment on a daily basis and vary the ways in which they evaluate students. Teachers use both formative and summative assessments to monitor student progress. The results of assessments are considered a critical element that influences teachers and departments in their decision-making and planning.

**Assessing Prior Knowledge (APK):** APK occurs at the beginning of a lesson to help a teacher uncover students' interest, prior-knowledge, and misconceptions about a given topic. The information gathered should be used by teachers and students to determine what students already know (or think he/she knows), and can do (or think he/she can do), set appropriate learning goals, plan instruction and differentiation accordingly.

**Formative assessment:** Formative assessment occurs frequently during the course of a unit, while students are still gaining knowledge and practicing skills. The information gathered is used by the teacher to monitor student progress toward achieving the overall and specific expectations, so that teachers can provide timely and specific feedback to students, scaffold next steps, and differentiate instruction in response to student needs. Feedback provides students knowledge in how they are progressing in the aims and objectives of the course. In addition, most courses include Mini IAs and EAs using IB rubrics in order to prepare students for summative assessments.

**Summative assessment:** Summative assessment occurs at the end of units and semesters. They are issued to evaluate student's progress and growth and to inform further instruction. Summative assessments are used by teachers to make judgments about the quality and quantity of student learning on the basis of established criteria, to assign a value to represent that quality and quantity, and to support the communication of information about achievement to students, parents, teachers and administrators.

Assessment practices at FHS reflect a wide spectrum of assessment methods. All subjects are regularly internally assessed, including the Extended Essay, CAS, and the learner Profile. Assessment strategies measure what a student has learned in the classroom and the effect of the teaching. A broad range of approaches and tools are selected to provide a balanced view of the student. Yet, it is accepted that some departments will have individual requirements to assess students' growth specific to their subject. It is the responsibility of the department team to ensure that the department has a written assessment policy included in the syllabus.

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## Most common assessment strategies:

- Test, quizzes, prompts
- Performance assessment / problem solving test
- Multi-disciplinary skills assessment
- Comprehensive Inputs (Mandarin)
- End of topic/unit test
- Science Labs
- Interactive Notebook
- Mini IAs
- Formal external set examinations and practice (IB exams)

**Common assessment tools:** The following tools help teachers put our assessment methods in practice. It is accepted that some departments use individual tools. It is the responsibility of the department team to ensure that the department has a written assessment policy included to the syllabus.

- **Rubrics:** Rubrics are established and set the criteria used for grading student assessments. The descriptors inform students, parents and the teacher what is expected in a piece of work, as well as how to assign a point value to the work. Rubrics are developed by teachers, the students or both. Teachers at FHS are expected to distribute rubrics to students prior to any assessment and to verify that students understand the expectations set by a rubric.
- **Benchmarks:** Benchmarks are indicators of progress and work to serve as concrete standards against which student work is judged.
- **ManageBac**

## Recording & Reporting:

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards. PG's may be used:

- by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- by FHS as an evaluation tool of teacher comprehension of the requirements and standards of their course
- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers

It is FHS's policy that individual teachers are free to inform students of their PG's, but the IB Office will not directly release PG's to students or parents. Teachers are required to submit Predicted Grades to the IB

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Diploma Program Coordinator in a timely manner. The dates for submitting these records are reviewed with faculty at the start of the academic year and published to teachers and administration. Please see Appendix B for a list of the current PG due dates.

## Grading Scales and Descriptors

### FHS Internal Grading Scale

Letter Grade	Percentage
A	90-100 %
B	80-89 %
C	70-79 %
D	60-69%
F	59% and below

### FHS IB Internal Grading Descriptors

A

A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a **wide variety** of situations. **Consistent** evidence of analysis, synthesis, and evaluation is shown where appropriate. The student **generally** demonstrates originality and insight.

B

A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a **variety** of situations. The student **generally** shows evidence of analysis, synthesis, and evaluation where appropriate and **occasionally** demonstrates originality and insight.

C

An **adequate understanding** of the required knowledge and skills, and the ability to apply them effectively in **normal** situations. There is **occasional** evidence of the skills of analysis, synthesis, and evaluation.

D

**Limited** achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a **limited understanding** of the required knowledge and skills and is **only able to apply** them fully in normal situations **with support**.

F

**Minimal or very limited** achievement against all of the objectives. The student has difficulty in understanding the required knowledge and skills and is **unable** to apply them fully in normal situations, **even with support**.

### IB Grading Scale

7 Excellent performance

6 Very Good performance

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- 5 Good performance
- 4 Satisfactory performance
- 3 Mediocre performance
- 2 Poor performance
- 1 Very Poor performance

### IB Diploma Passing Regulations

Performance in each of the six Diploma subjects is graded on a scale of 1 – 7, with 7 being the highest. A maximum of 3 bonus points is awarded for combined performance in Theory of Knowledge and on the Extended Essay. The maximum possible score is thus 45 points. The minimum score for a candidate to earn their IB Diploma is 24 points.

The IB Diploma will be awarded to a candidate whose total score is **24 points or above**, provided all the following requirements have been met:

- CAS is completed
- Theory of Knowledge requirements have been successfully completed with a grade of D or better.
- The Extended Essay is successfully completed with a grade of D or better.
- There is no grade **1** on any subject exam
- There are no more than two grades **2** awarded on any (SL or HL) exam
- Overall, there are no more than three grades **3 or below** awarded (SL or HL)
- At least **12** points have been gained on higher level subjects (candidates who register for four higher level subjects the three highest grades count)
- At least **9** points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level)
- The final award committee has not judged the candidate to be guilty of malpractice

### Grade Reporting

#### Report cards

Report cards are completed four times a year, at the end of each quarter, for each grade level. These report cards are sent home within the week. Grades reported on the report card reflect, per semester and per subject, the average of all the grades a student has received during the semester. Average grades are not rounded and are not curved. Each teacher, in the space provided for anecdotal comments, will elaborate on the students' demonstration of the skills and comment on "strengths" and "next steps for improvement". In addition, progress reports are sent out at the midpoint of each quarter. All reports of Ds and Fs must be sent out. Teachers are not required to send progress reports for students with Cs or better.

#### Determining a report card grade

Teachers take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products. The teacher will consider all evidence for all the tests and assignments the student has

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submitted for evaluation. Yet, some evidence carries greater weight than other evidence. Teachers will weigh all evidence of students' achievements accordingly.

### **Assessments Policy Review and Communication:**

The Assessment Policy of FHS is a living document that will evolve throughout time to reflect the needs of all of the IB program's stakeholders (Students, Teachers, IB Administrators, School Administrators). It is our mission to have every person involved in I.B. to feel that they are a major element of this program; therefore the Assessment Policy Review will follow these procedures:

- Assessment policy will be reviewed once every year at the end of the year.
- All stakeholders (Students, Teachers, IB Administrators, School Administrators) will be able to voice their opinions in writing during the IB year end survey.
- Any changes proposed will be conferred during the summer break.
- The policy review and any changes will be posted online on the school website, as well as in writing in the school office, one month before the start of the school year.

### ACADEMIC HONESTY

Academic honesty is addressed in its own policy.