

# IB@GB ASSESSMENT POLICY

## Rationale

The faculty and administration of Granite Bay High School has always believed in providing students with a rigorous and relevant educational experience, one that challenges the students' thinking while preparing them for college and career. Long before IB was adopted, the Advanced Placement and Honors teachers at our site were continuing their work aligning our curriculum with expectations from national, state, and even local levels. Since becoming an IB Diploma Programme (IBDP) school, we have had to develop our classes to accommodate not only various curriculums but to adjust to the extra- and co-curricular activities and the work realities of our students. How to push all of our students to achieve their best while helping them develop balance in their lives is predicated on an assessment policy and philosophy that educates the whole student; these same goals hold true for our teaching staff.

## Assessment philosophy

To this end, the IB Diploma program at Granite Bay has been an evolving part of our overall school culture. The Assessment Policy is the vehicle with which we continue to fine-tune and coordinate all of our endeavors for IB student success. This document is intended to guide curriculum implementation, help direct and clarify student work and learning, and build upon parental/guardian support.

### Assessment Philosophy:

- Assessments connect to and illustrate the depth of learning of students.
- Formative assessments are designed to help guide student learning and remediation throughout a course.
- Summative assessments should be rigorous enough to challenge all students yet not so difficult as to prevent access.
- In-class assessments help prepare students for the end-of-course (EOC) external assessments.
- Class work and assessments are instrumental in preparing students for undergraduate success.
- Assessments should not be so onerous as to prevent students from having the chance to experience the totality of high school.
- Assessment results should shape curriculum development and inform instructional practices.

### We encourage the following behaviors in IB faculty, students, parents/guardians, and administrators

#### IB faculty:

- Model an educated and passionate professionalism.
- Exhibit all the persistent qualities of learned individuals continually working on building their own understanding.
- Thoughtfully examine established practices, while accepting the need for consensus building and teamwork.
- Utilize assessment performance to direct the construction and modification of their curriculum.
- Take part in professional development opportunities, both on-site with colleagues and at outside conferences.
- Understand the importance and necessity of holistic student health and growth as underscored in the IB Learner Profile.
- Pay careful attention to the needs of all IB students so that they have meaningful and equitable access to the curriculum as outlined in the [IB@GB Inclusion Policy](#).
- Develop lessons that support language as an expression of a student's culture that is integral to a student's identity.
- Ensure that students lacking proficiency in our working language – English – will receive necessary interventions and support in all disciplines as outlined in the [IB@GB Language Policy](#).

### IB students

- Attempt to remain centered on the empirical benefits of education and learning rather than simply focusing on grades.
- Push themselves to attain as much success as their time and efforts can afford them.
- Adhere to our [Honor Code](#), honorably and honestly standing by their work as coming from their own efforts.
- Apply inquisitive and collaborative natures to the acquisition of ever-deeper learning.
- Demonstrate a continued attempt to think beyond their own cultural inheritance, searching for broader understandings.
- Take risks and think and act beyond their own interests to the betterment of their own neighborhoods, and in time, the international community.

### IB parents/guardians:

- Remember that grades are the reflection of student learning rather than a grade “given.”
- Stay focused and supportive of student learning as our foundation rather than on grade attainment.
- Work with the IB faculty to help enhance development of student responsibility and self-advocacy.
- Understand that IB is focused on intellectual, physical, and emotional balance as underscored in the IB Learner Profile.

### The IB community of faculty, students, parents/guardians, and administrators:

- Consistently seek to broaden communication, clearing away confusion that might lead to misperceptions.
- Work to mutually support the overall development and learning of all our students, IB and non-IB alike.
- Encourage all students to complete prerequisites and enroll in IB courses according to our [IB@GB Admissions Policy](#) because our faculty and staff believe that IB is for all students, not a select few.

## **Assessment Practices**

Assessments are not just tests and quizzes that determine grades. Assessments act as ongoing iterative steps of continuing education. From the informal check for understanding to reading quizzes, from unit tests to creative synthesis projects, all the way to college preparatory finals, assessments weave throughout the totality of a course. In order for the whole educational system to work well, it is imperative that assessment practices and philosophies be in alignment and as coordinated as possible. Our assessment criteria and grading practices not only align with the expectations of IB but also the other major external agencies at the district, state, and national level. While serving the IB community, we also fulfill all of the other required goals for our students. Our efforts to align our practices and meet competing local, state, and national mandates continues to be an ongoing schoolwide focus.

To maximize the educational experience for all of our students, it is expected that our faculty will:

- Align their assessments, both formative and summative, directly with the curricular objectives of their course.
- Share curricular expectations and testing protocols with students before administering assessments.
- Report back to students their assessment scores as quickly as possible.
- Coordinate the various discipline test days to prevent overwhelming students with more than one on the same day.
- Collaborate with fellow teachers to better align testing processes and expected outcomes.

## **Assessment Schedule and Access**

Granite Bay High School uses the Student Information System *Aeries* to record student progress and the online resource *HomeLink* to inform students and parents/guardians of academic progress. Most teachers will update students' grades at least bi-weekly, some even daily. Canvas and Google Classroom are updated daily for classroom assignments. The Aeries grading program easily breaks cumulative grades down into individual grading categories. These category elements allow

teachers to define and record growth in specific skill and content areas, such as reading/literacy development, essay writing, research analysis, and such.

Students will routinely be given feedback on all major skill and content development areas, both in writing and in class discussions.

Individual class grades are often updated weekly but will be posted at least once per quarter (eight times a year on our 4x4 schedule). Transcript grades go in twice a term (four times a year).

Teachers are asked to respond to emails from students and parents/guardians within 48 hours.

## Grade Scales and Mark Schemes

At Granite Bay High School we have worked to solidify common ground on the more important aspects of grading. Our approach to achieving maximum grading consistency has been to align our efforts within (interdepartmentally) and without (district, state, Advanced Placement, and IBDP). We continue to strive for even greater grading consistency while leaving individual teachers flexibility to adapt syllabi and grading practices to meet the needs of their discipline. For example, some classes need more frequent and iterative formative assessments while others use informal and constructive feedback on rough/first drafts before moving to graded final projects. Some classes emphasize writing as a major part of the grade while others do not.

The Roseville Joint Union High School District awards a weighted grade for all Advanced Placement and International Baccalaureate classes. If a student receives a "C" or better, that grade then is given an "extra" whole grade point. For example, an "A" earned in class, which would usually factor into a student's grade point average as a "4", would be weighted as a "5." This is designed to acknowledge the more rigorous college-level work that students will have to do to achieve a regular letter grade equal to a more standard class.

## Grade Point Average and Standard Scale

The grade point average is calculated using whole numbers for each grade: A = 5      B = 4      C = 3      D = 1      F = 0

GBHS uses a standard grade scale: A = 100% to 90%    B=89.99% to 80%    C = 79.99% to 70%    D = 69.99% to 60%    F = less than 60%.

## Grade Scale Correlation

Granite Bay faculty has worked to seamlessly align the standard school grading scales to mirror and support IB expectations. The IB Diploma Programme uses a numeric scale 7 7-point scale; our alignment roughly equates in the following manner.

<u>Granite Bay High School Scale</u>		<u>IB Diploma Scale</u>
A	= Excellent	7 = Excellent
A- / B+	= Very good	6 = Very Good
B / B-	= Good	5 = Good
C	= Satisfactory	4 = Satisfactory
D	= Mediocre	3 = Mediocre
F	= Poor / Very Poor	2 = Poor
		1 = Very Poor

Grades for IB classes are based on a mixing of traditional practices and the use of criterion-referenced rubrics established by the International Baccalaureate Diploma Programme. Class-specific assessments such as reading quizzes, academic vocabulary assignments, internal essays and/or group projects and presentations, for example, will be given certain grades, worth a set amount of points in established grading categories. IB-specific assessments, such as Internal Assessments and final IB-like essays, will be graded on IB reference criteria and rubrics but then converted to overall class/category points. The merging of non-IB grades and IB marks will then be converted into a more standard 100-point / ten percent threshold “A-F” scale.

## **Grade Reporting and Archiving**

Formative assessments have less of an impact on a course grade than a summative assessment. Generally, formative assessments are designed to identify student progress on the essential learning and targets and are frequently designed to identify students’ strengths and weaknesses in the critical content.

Summative assessments – finals, end-of-course projects, IB-required internal and external assessments – are always recorded grades and weighted more heavily than homework, quizzes, daily work. Students’ end-of-term grades—two separate recordings per 10-unit class—are recorded on their transcripts and used to calculate their overall grade point average. These end-of-term grades are exclusively the responsibility of the individual class teacher and are not alterable by anyone else; challenges to grades must be supported by the individual teacher. These quarterly transcript grades (two semester final grades per class) are mailed to parents/guardians. Copies are kept in archives on site for three years; electronic copies are kept for over ten. Students may obtain extra transcripts for a small fee.

Formal external IB examinations that take place in May of junior and senior years do not become part of end-of-term grades due to the lateness of performance notification.

IB DP Coordinator shares results and moderated marks with the IB PLT and the assistant principal assigned to IB to debrief the previous year’s examinations. These scores and comments are analyzed and compared to past years and parsed out for significant growth patterns and/or weaknesses that need to be addressed. Each teacher adjusts or augments their curriculum or assessments according to the moderation/score feedback. The IB DP Coordinator works with a teacher who is off on the predicted grades by more than one mark to find him/her support, additional training.

## **Homework and Testing**

Students in today’s educational system are juggling more responsibilities with greater expectations of academic rigor and success than any in history. IB students are not immune to this. With an ever-present eye on trying to not push these high-achieving young adults to the point of breaking, the IB teachers have made numerous adjustments throughout the last five years:

- Most “due tomorrow/next day” homework is expected to take less than an hour to complete.
- Longer projects and assignments are given at least a week to be completed.
- More intensive Internal Assessment practices (ie., taped oral presentations) are mutually scheduled and supported.
- Multi-year calendars are utilized by teachers and students and adhered to in order to pace long-term work like EEs and IAs.

## **Assessment Policy Links with GBHS Graduation Requirements**

All effort is made to support students in their work to earn an IB Diploma while still fulfilling all of their district and state graduation requirements.

[Link to GBHS 2025-26 Course Catalog](#)

[Link to IB@GB Course Sequence and other worksheets](#) - These are given to students and parents/guardians who are wondering how to plan to meet prerequisites for the IB Diploma.

## **Roles, Responsibilities, and Timelines**

Clear communication among teachers and students, parents/guardians, and administrators is a critical element of the continuous improvement process. The use of the Assessment Policy as one focal point for evaluation and improvement depends on yearly (re)alignment with our IBDP, site, and district goals identifying our critical areas for follow-up and relative strengths.

The Assessment Policy will be reviewed in early fall by an Assessment Policy Committee composed of the IB DP Coordinator, two IB PLT teachers, and an assistant principal who will make recommendations to the PLT about possible changes/additions. The PLT will discuss and approve/amend those changes. The updated Assessment Policy will be posted on the IB@GB website. The IB DP Coordinator is responsible for moving the policy through the steps of this process.

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