Oakmont High School Assessment Policy

The Purpose of Assessment

Oakmont High School assesses students in order to:

- provide feedback to students to enhance student learning
- inform parents, teachers, and other stakeholders on student learning progress
- monitor and evaluate student progress towards meeting internal and external standards
- provide data to inform and improve instruction
- develop short and long-term achievement goals for teaching and learning

Indicators of Effective Assessments

Effective assessment allows students to:

- demonstrate a broad range of conceptual understanding and skills
- demonstrate critical thinking abilities
- use various types of assessments to give students flexibility in how they demonstrate their skills and knowledge
- analyze and set goals for their own learning and perform self-reflection on their strengths and areas for improvement

Effective assessment allows parents to:

- monitor and support student learning
- facilitate communication with students and teachers

Effective assessment involves teachers:

- engaging in self-reflection on their own practice
- using assessments to inform and improve instruction
- providing for a variety of assessments
- recognizing students' level of English language competency and consider this when developing assessments
- designing with inclusivity in mind for special-needs populations
- making students aware in advance of the criteria required for producing a quality product
- assessing in a context that is meaningful, relevant and motivating to students
- analyzing data to identify patterns in student performance and needs
- providing timely and clear feedback that is constructive towards future learning
- undertaking assessments in accordance with district and state principles
- maintaining detailed assessment records

Effective assessment involves administration:

- supporting teachers in maintaining and developing assessment strategies
- providing training on data analysis
- providing time for teachers to plan, reflect, and collaborate
- using student achievement data to support schoolwide, departmental, and individual goals
- maintaining detailed assessment records and using these to provide achievement information to students and parents in a timely and ongoing manner as well as at formal reporting times

Formative Assessments

Formative assessment represents the process of gathering, analyzing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. It is one essential component of classroom practice and needs to be integrated into the curriculum[1].

[1] Guidelines for developing a school assessment policy in the Diploma Programme 2010

Formative assessments are used frequently throughout the term to:

- Assess the students' understanding of course content, learning targets, and aims.
- Help students clearly identify—using rubrics and descriptors- skills and knowledge they'll focus on acquiring.
- Facilitate student self-evaluation and reflection on the learning process.
- Drive the intervention and differentiation process for students who need more time or assistance
- Identify the teaching strategies most effective in helping students acquire the intended knowledge and skills.
- Identify curriculum concerns—areas in which students generally are having difficulty achieving the intended standard, so that a reteach can be provided using alternative teaching strategies or resources

Examples of formative assessments include:

- Checks for understanding, quizzes, exit tickets, warm-ups,
- Computer simulations, educational games, and other software which include immediate performance feedback for students
- Discussions, labs, and project-based activities which get mediated by teacher and peer feedback

Summative Assessments

Summative assessments are designed to provide a final measure to determine if learning goals have been met. Summative assessments may look different for various programs or pathways. When more than one teacher is teaching a course, the summative assessments will be developed collaboratively.

Examples of summative assessments include:

- California Assessment of Student Performance and Progress (CAASPP) Exams
- AP, PSAT, SAT, and ACT Exams
- IB Exams, Internal Assessments (IAs), and the Extended Essay (EE)
- Midterms, finals, and some unit tests
- District common assessments
- Projects, presentations, performances, and portfolios

Grading/Marking of Assessments

Roseville Joint Union High School District Board Policy 5121.7 provides a purpose and grading system for teachers.

The purpose of a grading system is to:

- Provide a record on essential learning outcomes related to level of student performance.
- Provide a basis for course placement, honors recognition, intervention and progress towards graduation.
- Inform students, parents/guardians, teachers and counselors regarding the degree of student progress in a timely manner.
- Promote student achievement and success.

The grading system shall:

- Be directly related to student achievement and growth on essential learning outcomes accomplished in each course.
- Be administered fairly, conscientiously and in a positive manner.
- Be based on the student's level of performance on course content, demonstrated in assigned learning activities, summative assessments and performance tasks.

Recording and Reporting of Assessments
"The teacher shall be responsible for evaluating pupil progress. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom. The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board of Trustees or the Superintendent except as provided by law, Board policy and administrative regulation."[2]

Communication of Assignments, Assessments, and Overall Course Grades
- Aeries (Student Information System - teacher grade recording system that works with Homelink)
- Homelink (grading and attendance system accessible by parents and students 24 hours a day)
- Parents/guardians can set up emailed weekly grade reports within Homelink
- Progress grades are issued at the midpoint of each quarter.
- Transcript (permanent) grades are issued at the end of each of the 4 quarters

Role of Homework
Homework is given to either support or demonstrate learning in each class and can consist of practice, reading, studying material, watching documentaries, as well as formative and summative assessments. Homework should be assigned with intention to support the differentiated needs of students. The amount of time spent on homework will vary significantly depending on the student's ability, focus and language fluency. Oakmont High School teachers consider the many demands on a student's time when determining and assigning homework.

District and State Policies mandate that students with excused absences are allowed the opportunity to make up any missed homework, classwork, or assessments. Staff will follow Board Policy 6154.

Academic Honesty
At Oakmont High School, students are taught to have academic integrity in accordance with the Viking Expectations and the Academic Honesty Policy. Students are taught how to develop their own ideas by using other people's ideas in a proper way, and that plagiarism and collusion will not be accepted. Oakmont staff believes that both formative and summative assessments provide vital information. They inform the instruction and guide teaching and re-teaching of essential learning. Therefore, academic honesty is critical for the process of assessment.

Students with Special Needs
In accordance with California Education Code 56341.1 (c), and section 504 of the federal Rehabilitation Act of 1973, students with accommodations specified through an IEP or 504 plan shall be granted those accommodations without penalty to their grade.

Key Features of the IB Diploma Assessment
- An emphasis on criterion-related (as opposed to norm-referenced) assessment
- This method of assessment judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students.
- A distinction between formal IB assessment and the supporting formative processes that schools need to develop for themselves
- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it
- Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts.[3]

[2] Education Code 49066 RJUHSD Board Policy 5121
[3] Guidelines for developing a school assessment policy in the Diploma Programme 2010

Classroom and Teacher Practices
Teachers will emphasize developing assessments that mirror the external, summative IB assessments. Released IB questions/prompts used either as entire papers or pulled together in subsets to create assessments on specific topics. Students should be trained on and use rubrics and mark schemes to assess their own work and become familiar with IB-specific grading practices. Teachers should be sure to include conceptual understanding and skills as the foundation for readiness for exams. Exam-style tasks should supplement the core curriculum, not drive it.

Teachers will use Subject Reports and/or rubrics, created by IB, to inform their teaching and gain information from past exam cycles. When teachers give past exams, Grade Boundaries should be used to help students know where they would fall on the 1- 7 scale. IB publishes the description of each grade and each teacher is expected to use these descriptions to help issue an appropriate A-F grade for their school gradebook. Best practices indicate that teachers should adjust the raw scores, based on past IB Grade Boundaries, prior to entering the score in the gradebook.

Teachers within the programme will meet annually to create a common calendar for assessments that will include, at minimum, IAs deadlines, IB external exams and deadlines, and other major assessments for IB students/teachers. This calendar will also take into account the school calendar and any major events.

Each IB Teacher is expected to educate students and parents about the breakdown of the IB Internal Assessment and External Assessment weighting. IB Teachers and the IB Coordinator are responsible for instructing students on the formatting of the external assessments (including but not limited to reading time, exam scripts/instructions, command terms used in exam questions, and how each Paper aligns to the expected learning goals of the course).

Internal Assessments and Predicted Grades
The involvement of teachers in the Internal Assessment (IA) and grading of their candidates is a key part of the DP assessment process.

This involvement occurs in three ways:

- Teachers submit marks for IA on the work done by candidates for a subject and level (SL/HL).
- Teachers predict the grade they believe each candidate will attain in the forthcoming examination session for a subject and level. Predicted grades should be based on the grade descriptors that are available to all IB Teachers and the IB Coordinator.
- Teachers are encouraged to write comments on all candidates' work submitted for IA to indicate how marks have been allocated. These comments are very helpful to the examiners who moderate this work.

In addition to submitting marks and predicted grades, coordinators are required to submit a sample of the work that has been internally assessed by teachers, for the purpose of moderation.[4]

IA marks and Predicted Grades (PG) must be submitted annually through IBIS and are due toward the middle of April. The IB Coordinator will give specific deadlines to each IB Teacher. The IB Coordinator is responsible for the submission of moderated work requests by IB after PG and IA marks are submitted.

How the IB Diploma is Calculated
The overall diploma points are calculated by adding together the grades (1 up to 7) achieved from each of the six subjects and then including between zero and three points from the core. This means that the highest score that a candidate can achieve is 45 points.

Core points matrix

[4] Diploma Programme Assessment Procedures 2023

Unlike the other subjects, TOK and the EE are graded from A to E. The third element of the core, CAS, does not receive a grade as it would not be meaningful to evaluate performance in this area. The core is worth between zero and three points towards the overall diploma points. The candidate can also fail to achieve the diploma certificate if they obtain a grade E in either TOK or EE or if they do not complete CAS. The number of points is calculated using the table below:

Core points matrix

		Theory of knowledge (TOK)				
Extended essay	Grade awarded	A	B	C	D	E
	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

Failure conditions

A candidate can only receive the overall diploma certificate if none of the following nine conditions below applies.

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- An N (no grade awarded) has been given for TOK, EE or for a contributing subject.
- A grade E has been awarded for one or both of TOK and the EE
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).[5]

Assessment Policy Implementation, Evaluation and Review

This policy will be reviewed on an annual basis by the Oakmont IB Teacher Team, IB Coordinator, and Leadership Team. Areas the need to be updated, refined or re-aligned with IB policy will be communicated to the Head of School who, with the Administrative team and IB Coordinator, will determine the appropriate action needed to address changes

This policy will be published on the Oakmont High School website.

Training of New Staff

New staff will be issued this policy by the IB Coordinator. Support will be given through individual follow-up meetings and collaboration time for IB teachers (horizontal and vertical alignment).

[5] Assessment Principles and Practices - Quality Assessments in a Digital Age 2022