

Canyon del Oro High School



Assessment and Reporting DORADO PRIDE



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This policy will be posted on the school's homepage along with other IB policies for community review. Additionally, the assessment policy is closely aligned to the CDO IB Diploma Handbook reviewed with all students and a parent or guardian during final IB admissions meetings.

Our Mission: To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

Our Vision: Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

We Value: Diversity, creativity, curiosity, diligence, honesty, kindness, caring, fairness, respectfulness, achievement, responsibility, and service to the community.

We Believe:

- All students can learn and achieve.
- Everyone has unique strengths, talents, and needs.
- All students and staff should be responsible for and dedicated to educational excellence.
- Education requires cooperation among the students, parents, school, staff and community.
- The school community deserves a safe and caring environment.
- Our actions reflect our values and dedication to meet student needs fairly and equitably.
- Ample resources are essential to accomplish the Mission

Philosophy:

Central to the school's mission is to empower students to become contributing members of society equipped with the necessary skills to meet the challenges of a changing world. In order to accomplish the school's mission, assessment must be reflective of the curriculum we are offer.

Rationale/Purpose: In order for Canyon del Oro to fulfill the Amphitheater Public Schools' Mission and Vision as an IB School fully immersed in supporting the IB Learner Profile, the following Assessment and Reporting policy has been created. This policy is founded upon the principles that all students can learn and achieve at different levels. Additionally, students have unique strengths, talents and needs that should be reflected in assessments and reporting. To support these principles assessment should aim to:

- Facilitate student learning through the use of assessments measuring academic attainment, growth, and engagement
- Emphasize criterion-related assessment measuring student achievement against set criteria as opposed to assessing students in comparison to the work of other students
- Provide constructive feedback to students, parents, and teachers to further assist in student achievement/growth
- Challenge and motivate student learning

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- Scaffold assessment tasks throughout the Diploma Programme by introducing developmentally appropriate tasks/exam questions to ensure students have access and experience with the full range of assessment types they will encounter
- Assist in ongoing programme and teacher professional development
- Prepare students for external exams and IB assessments
- Meet district, state and federal testing requirements
- Assist with efforts to ensure college and career readiness

Assessment Types

Formative Assessments

In order to check for student understanding teachers use formative assessments. These assessments involve collecting, analyzing and interpreting student work to ensure understanding and helps guide teachers in modifying instruction when needed. Formative assessments can be viewed as check-ins before major assignments or projects are due to clarify misunderstandings and ensure deeper learning. Examples of formative assessments may include:

- Class discussions
- Presentations
- Bell work
- Homework
- Quizzes

Summative Assessments

To measure student performance against Diploma Programme assessment criteria, district and state standards summative assessments are utilized. Additionally, these types of assessments are used to award end of unit grades, determine levels for progress, semester reporting along with IB predicted grades. Examples of IB specific summative assessments include:

- **Past IB Exam Papers** – throughout IB courses, past exam questions are introduced where developmentally appropriate. These exam questions are assessed against published IB criteria.
- **Internal Assessments** – In most subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. A variety of assessment types are used which vary from subject to subject.
 - Examples include oral exercises in language subjects, TOK class presentations, practical laboratory work, mathematical investigations, and artistic performances.
 - Samples of these internal assessments (IAs) are sent to experienced IB educators in another part of the IB world for moderation. This ensures consistency across all schools.

- **External Assessments** – Assessment tasks conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners.
 - Examples of these include Language A written tasks, Group 6 (Dance and Visual Arts) performance-based external assessments, essays for Theory of Knowledge, and Extended Essays.
- **Mock Exams** – Generally conducted during late February/early March for students completing final examinations the following May.
 - During mock exams students are administered exams for all subjects which they formally test in the following May. The exam schedule simulates an abbreviated testing schedule similar to what students will encounter in May. The actual testing preparation, process, and eventual feedback from teachers is intended to help students better prepare for the IB official examinations scheduled in May.
- **May Exams** – Student examination sessions scheduled in May for concluding IB courses. These are official IB exams under strict testing conditions.
 - IB final examinations generally account for between 50% and 75% of final course grades.
 - Most SL courses have 2 associated exams, while most HL courses have 3 associated exams.
 - All examinations are marked externally by experienced IB Educators and then moderated by Senior and Chief Examiners. These checks and balances allow an international standard to be achieved and maintained.
 - Some subjects (e.g. Visual Arts and Dance), because of their nature, have practical examinations that are performance based. Students do not sit for exams in May.

Standardization of Student Assessments

- Teachers are encouraged to standardize student assessments at a minimum, once annually. The process includes having the principal teacher independently assess student work and generating a sample that includes a high, middle and low student assessment as measured against subject criteria
- A second or several teachers ideally from the same teaching discipline will assess the same work not knowing principal teacher's assigned levels of achievement per marking criteria. The teachers then come together and determine where each student work was assessed against marking criteria. ([See Appendix-2](#))
- Standardization discussion helps formulate consistent grading practice. Additionally, task directions are reviewed to ensure clarity. Teachers are encouraged to reflect on the how assignments are unpacked and received by students to adjust as needed.

Arizona Department of Education Assessment Requirements

- Civics Test - modelled on the U.S Citizenship and Immigration Services test, students are required to pass with a minimum of 60/100 to graduate.

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Recording and Reporting

The school provides access to a Parent/Student Portal for attendance and grades. To access this secure portal, parents and students are directed to a quick link on the CDO home page.

- Progress Reports – Approximately every 4.5 weeks, the primary guardian receives an email of the most current progress report.
- Semester Reports – At the conclusion of each semester, semester reports are mailed to the primary guardian.

CDO Learning Management Systems

ManageBac is a Learning Management System that CDO uses for Language A, Language B, and the Core. All other IB written assessments are turned in through the Schoology LMS.

IB Predicted Grades

An IB predicted grade is determined by each subject teacher and formally reported to the IB by the middle of April in the year a student will be testing in a given subject. This 1-7 score is not reported on a CDO report or transcript but sent directly to the IBO. It is a measure shared with students to be informative and to assist in ongoing development of the CDO IB Programme and assist in professional development.

In order to formulate what a student is likely to receive as an IB score at the end of course, teachers base the prediction on the following components:

- IB Internal Assessments
- IB External Assessments
- IB Past Exam Summative Assessments
- CDO Mock and semester exams

CDO IB Major Assessment Calendar

A calendar of internal and external assessments and their due dates is created each year and distributed to students, teachers, and parents/guardians.

Homework Policy

As the IB Diploma is considered a rigorous curriculum, there is a significant amount of homework each week. In general, students can expect anywhere from 2-3 hours of homework per night. Students work at different paces so this is a general approximation in which good time management skills may further help reduce outside school work considerably. Additionally, students are expected to be proactive and check into virtual learning environments at least once a day when school is in session. This includes reading and responding to teacher messages in a timely manner. At some busy points in the DP Calendar it may be more than this.

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IB Late Work

To help ensure IB internal and external due dates are met, students who do not submit final work on a set due date will be asked to complete missing work the next day of school during the class where the work was assigned. An additional lunch time study session may be arranged for completion. At the end of the lunch session and/or class session student work will be collected. This work will then be recorded as a final submission to the IB. The Deadline Policy is updated each year and sent out to all IB students, their parents/guardian/s and teachers.

Academic Honesty

In order to monitor student progress and monitor academic integrity, all work that will be subsequently submitted to the IBO for assessment will have internal progress checks. If a teacher suspects academic misconduct, the school's Academic Honesty Policy will be referenced for guidance.

Grading Practices

CDO offers many programs in addition to the IB Diploma Programme. This section includes school-wide specific grading practices followed in all programs.

General Grading Practices and Expectation

All teachers are required to maintain a district electronic gradebook for grading purposes and record keeping. Additionally, teachers are required to enter new grades a minimum of once every two weeks. Students and parents have access via the Student/Parent secure portal. On school reports, teachers report grades in percentages with a letter grade.

To assist in grade conversions, the following scale is referenced:

IB Diploma General Assessment Descriptors		CDO Conversion		
7	Excellent	A	Excellence	
6	Very Good	A	Above Average	
5	Good Performance	B	Above Average	
4	Satisfactory Performance	C	Average	
3	Mediocre Performance	C	Passing	
2	Poor Performance	D	Below Average	
1	Very Poor Performance	F	Failure	

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Relative Weight of Grading Categories

Subject departments all use weighted categories, which differ slightly. Appendix 1 contains a summary of how subject departments weight and use categories within teacher grade books.

The special Education Department works collaboratively with all departments. Students involved with the Special Education Program are the beneficiaries of Individual Educational planning via the IEP process. Accommodations and modifications (including grading practices) developed by the IEP team will be adhered as prescribed in the IEP per Individuals with Disabilities Education Act and supporting the CDO's IB SEN Policy.

Non-IB Late Work

Students who have an excused absence will have 1 day for every day of absence to complete missed work per school policy.

Students with special circumstances should work with teachers to determine alternate individualized due dates when appropriate. Extensions to original due dates are subject to teacher discretion.

Policy Review: This policy will be reviewed by administrators and IB teachers on a two-year basis and published on the CDO homepage under IB Diploma Programme Policies.

Appendix-1 Subject Category Weighting

Career and Technical Education Department	
Category	Weighting %
Process - effort, participation, assignments assessed for completion, behavior, timeliness	22.5%
Formative Product - homework assessed for accuracy, projects, presentations, group assignments, minor writing assignments, quizzes	22.5%
Summative Product - unit exams, presentations, projects, major writing assignments	22.5%
Progress - learning gain, improvement scoring, value-added learning, growth	22.5%
Final Exam or culminating semester activity	10%

English Department	
Category	Weighting %
Process - effort, participation, assignments assessed for completion, behavior, timeliness	25%
Progress (Formative) - homework assessed for accuracy, projects, presentations, group assignments, minor writing assignments, quizzes, learning gain, improvement scoring	45%
Summative Product - unit exams, presentations, projects, major writing assignments	20%
Final Exam or culminating semester activity	10%

Mathematics Department	
The faculty uses the district mandated weighting of categories to determine grades in Algebra I, Geometry, Advanced Geometry, Intermediate Algebra, Algebra II and Advanced Algebra II. Higher level mathematics courses use consistent grade scales among sections of the same course.	
Category	Weighting %
Process - effort, participation, assignments assessed for completion, behavior, timeliness	Course Dependent
Formative Product - homework assessed for accuracy, projects, presentations, group	Course Dependent
Summative Product - unit exams, presentations, projects, major writing assignments	Course Dependent
Progress - learning gain, improvement scoring, value-added learning, growth	Course Dependent

Physical Education Department	
Category	Weighting %
Participation/Citizenship	60%
Homework/Quizzes/Tests	15%
Fitness/Skill Testing	15%
Final Exam	10%

Science Department	
Category	Weighting %
Tests/Quizzes	50%
Labs/Projects	30%
Classwork/Daily Work/Homework	30%
Final Exam	10%

Social Studies Department – varies within department	
Category	Weighting %
Coursework/Bell work/Participation	Course Dependent
Homework	Course Dependent
Projects/Presentations	Course Dependent
Tests/Quizzes	Course Dependent
Final Exam	Course Dependent

Fine Arts Department – varies within department	
Category	Weighting %

World Languages Department	
Category	Weighting %
Oral: Dialogues, Presentations Homework	Course Dependent
Tests/Quizzes	Course Dependent
Participation/Classwork, Projects	Course Dependent
Final Exam	20% (assessment will include: speaking, listening, writing, reading included)

Appendix-2 IB Standardization Process

IB Standardization Process

Student	Cri. A	Mod	Cri. B	Mod	Crit. C	Mod	Crit. D	Mod	Crit. E	Mod	Crit. F	Mod
Comments	A- B C D E F											

General reflection on assignment directions, formative processes... to consider going forward:

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Acknowledgements

Diploma Programme assessment Principles and practice. (2010). Geneva: Peterson House.

Diploma Programme: From principles into practice. (2015). The Hague: IB Publishing Ltd.

Guidelines for developing a school assessment policy in the Diploma Programme. (2010).

International Baccalaureate Organization.

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