



Assessment Policy: Green Valley High School*

Philosophy:

Green Valley High School believes that the use of assessment is essential in understating what aspects of curriculum each student has proficiently accessed and has not been able to proficiently access. The single most important aim of assessment is that it should and encourage student learning at Green Valley High School. Students should be able to use assessments as a means of self-analysis and evaluation. Teachers should be able to use assessments to determine both student learning, and the adjustments that are needed to improve their own instruction. Assessments and their reliability cannot take priority over student learning. Multiple tools are required to deliver valid and useful assessments; consequently, all Green Valley educators are expected to have the knowledge and skills necessary to develop, administer, interpret, analyze, and apply appropriate assessments, both formative and summative.

Roles of Assessment:

Assessments play an important role for students, teachers, and schools. For students, assessment results can determine where there are still misunderstandings or a gap in one's learning. For teachers, assessment results can be used to determine the effectiveness of their teaching. These results might indicate where further teaching or re-teaching is necessary. Assessments are seen as a major tool for reinforcing the teaching of the curricular goals of the IB Diploma Program--indeed, such assessment can only be valid if it adequately reflects these goals. At Green Valley High School, faculty, staff, students, parents and community stakeholders all believe in an opportunity to achieve excellence; indeed, our school mission statement has been "Commitment to Excellence" for more than 25 years. The foundation of curriculum and instruction for the International Baccalaureate (IB) Diploma Program is a commitment to developing critically thinking lifelong learners capable of adapting to the dynamic global society and succeeding in the global economy. IB Diploma candidates and those taking selected IB courses will recognize and celebrate diversity, develop integrity and strength of character, and exercise personal initiative.

Purpose of Assessment

Formative assessments must be used to assist learning and provide meaningful feedback to students and teachers regarding the progress of each student. Formative assessments will dictate necessary areas of reinforcement and changes to curriculum and instruction. These types of assessments are less important to the final grade a student obtains in an IB course. Multiple formative assessments will be used throughout the four quarters and two semesters.

Summative assessments must be used to measure the mastery of student learning. These are very important to the final grade a student obtains in an IB course at Green Valley High School. Summative assessments are criterion-referenced and are used to measure whether or not students have mastered the skills, concepts, and depth of knowledge, along with the ability to apply such knowledge, relevant to the IB Diploma Program and individual IB courses. Although multiple types of summative assessments may be used, an emphasis must be placed on using the type of assessments that will be used to evaluate each student relative to obtaining the IB Diploma.

Assessments have the following broad goals (both IB and teacher-made):

- *To determine strengths and weaknesses throughout the IB and individual IB courses at Green Valley High School.
- *To determine necessary adjustments to curriculum and instruction.
- *To determine IB Programme and Course effectiveness.
- *To monitor and improve student learning.
- *To measure student mastery at specific points in time both in IB courses and across the IB Diploma Programme at Green Valley High School.

Various types of assessments may be used, including, but not limited to the following:

- Written Assessments (arguments and analyses)
- Multiple-choice style quizzes and tests
- Short answer questions
- Research arguments and essays
- Projects and project-based learning activities
- Oral presentations (group or individual)
- Multimedia presentations
- Application exercises
- Historical investigations
- Reviews and critiques (oral and written)
- Seminars and discussions
- Lab experiments
- Application projects
- Problem-solving
- Journals

The IB Diploma Program at Green Valley High School applies these school-based interventions to nurture student responsibility regarding submission of major assignments and unit tests, and to provide information to parents in order to help maximize student achievement.

- *IB teachers will clearly outline all assigned work to students in Google Classroom in weekly lesson plans and due dates will be clearly noted.
- *IB teachers will use Remind101 and/or Google Classroom and/or CCSD Gmail to update and remind students about all assigned work and assessments
- *Students will be notified at least a week in advance of having a major assignment due.
- *All tests and major assignments will be posted in a teacher's lesson plans at least one week in advance.
- *Absenteeism shall not exempt students from missed assessments or tests. Upon return to school, the student should make arrangements with the teacher to address the missed assessment within 3 school days, per CCSD policy. IB students should communicate with their IB teachers via email on or before the day of the assessment to start the makeup process.
- *For major IB course assessments, late submission is not acceptable. Even if absent, students should email or submit their assessments/projects/papers through Google Classroom or district email. If a teacher/administrator determines that a student has extenuating circumstances: the teacher may implement the following interventions:

- **Conference with the student to determine the reason for not meeting the deadline and determine a new due date when the assignment or alternate assessment can be submitted; parents will be contacted
- **If the second due date is not met by the student, the teacher shall make contact with the parents and IB Coordinator, and
- **If after contact with the parents and coordinator, the major assessment is still not submitted, then the teacher will use professional judgment to determine the appropriate response.

- *Semester and Final Exams are worth a total of 20% of the a student's internal 1st and 2nd semester grades. In some instances, a student's participation in the IB external assessment will exempt him/her from sitting for a teacher-made, IB-modeled CCSD final exam.
- *Homework is a significant tool that contributes to the student's successful mastery of topics taught in class, achievement of course outcomes and grades. It is highly recommended that IB students spend time each night working on each of their IB subjects. A good rule of thumb is for IB Diploma students to expect up to 10-15 hours

of homework per week. The amount of time will vary depending on course workloads at different times in the year and the nature of the homework task. Green Valley IB teachers weight homework depending on content area and department grading policies.

Expectations of Faculty

- *Focus on the unique nature of every student
 - *Incorporate varied perspectives, an international mindedness, and an appreciation of various histories, traditions, and cultural diversity while developing and presenting curriculum
 - *Develop appropriate, reliable, and valid assessments consistent with the IB Learner Profile and Course Descriptions
 - *Model inquiry, research, independent thinking, lifelong learning, and integrity
 - *Replicate the IB format in most summative assessments
 - *Apply critical thinking exercises to curriculum development and instructional methods
 - *Communicate clearly and frequently with students, parents, colleagues, administration, and community stakeholders
 - *Show empathy and respect for students, parents, colleagues, administration, and community stakeholders
- Reflect on personal practice and engage in frequent and meaningful professional development

Expectations of Administration

- *Provide appropriate time for faculty collaboration and planning
- *Support regular and meaningful content-based, and pedagogical, professional development
- *Use reliable and valid data to improve outcomes.
- *Provide proper and well-fitted resources for teaching and learning.
- *Oversee integrity of teaching and learning.
- *Schedule the IB Diploma Program and individual IB courses.

Grading

Grading and marking will be consistent with the Clark County School District (CCSD) and Green Valley High School policies. Collaborative planning among the IB faculty will determine the various weighting of grading components including, but not limited to, tests, homework, classwork, presentations, projects, and other course specific measurements. Further, the IB faculty collaborations will determine the amount and frequency and scheduling of major homework assignments and other assessments. These assignments, assessments, and activities will vary from course to course and by subject area.

Grades will be regularly reported in accordance with Green Valley and CCSD policies

- *Students and parents and administrators may check grades daily on Infinite Campus

Students and parents can expect a standard grading scale for each IB course as follow:

- A = 90% - 100%
- B = 80% - 89.9%
- C = 70% - 79.9%
- D = 60% - 69.9%
- F = less than 60%

GVHS IB courses are weighted for transcript purposes, but students and parents are advised that continuation in the IB Diploma Programme at Green Valley is based, not upon absolute success in all IB courses, but upon adherence to the IB Learner Profile and satisfactory performance. Any student earning a “D” or “F” in an IB course will be referred to the IB Counselor and IB Coordinator to review the student’s progress and IB Diploma Programme candidacy.

The International Baccalaureate Organization (IBO) uses the following grading scale:

- 7 = Excellent
- 6 = Very good
- 5 = Good
- 4 = Satisfactory
- 3 = Mediocre
- 2 = Poor
- 1 = Very poor
- N = No grade

In order to be awarded the IB Diploma, Diploma Students must earn at least 24 points through 6 different subject areas/examinations. DP students also have the opportunity to earn 3 additional points with their Extended Essay and Theory of Knowledge (two of the three IB Core Components).

Theory of Knowledge and Extended Essay courses follow a letter grade system:

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Criterion-referenced rubrics are used to establish the IBO grading. IBO standards and practices exist for each content area and each subject area has its own internal and external assessments. IBO encourages Green Valley IB teachers to submit comments on the quality of the examinations. IBO carefully considers these comments during the appropriate grade award meeting and are also useful for teams preparing future examinations.

Scores are released to schools and students in July of each year. Green Valley IB students can obtain their examination results through the internet. To use this service, the IB Coordinator will give each candidate a unique alphanumeric user name and PIN prior to the end of school. If a student forgets or loses his/her IB access code, they need only contact the Green Valley IB Coordinator via email. The IB Coordinator is also available to counsel IB candidates about released scores; students need only send an email or call the school.

*Several sources have been consulted to create this assessment policy, namely IBO's *Diploma Programme Assessment Procedures Handbook* (2019) and other CCSD IB schools' Assessment Policies.