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## **INTERNATIONAL BACCALAUREATE OFFICE**

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### **ASSESSMENT POLICY**

#### **Alignment to Programme Standards and Practices**

Standard C1.7 → Collaborative planning and reflection is informed by assessment of student work and learning.

Standard C2.1 → The written curriculum is comprehensive and aligns with the requirements of the programme(s).

Standard C3.1 → Teaching and learning aligns with the requirements of the programme(s).

Standard C3.15 → Teaching and learning encourages students to demonstrate their understanding in a variety of ways.

Standard C4.1 → Assessment at the school aligns with the requirements of the programme(s).

Standard C4.2 → The school communicates its assessment philosophy, policy and procedures to the school community.

Standard C4.3 → The school uses a range of strategies and tools to assess student learning.

Standard C4.4 → The school provides students with feedback to inform and improve their thinking.

Standard C4.5 → The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

Standard C4.6 → The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

Standard C4.7 → The school analyses assessment data to inform teaching and learning.

Standard C4.8 → The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Standard C4.9 → The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the MYP community project, the MYP



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personal project, the DP extended essay and the CP reflective project, depending on the programme(s).

### **Method of Communication**

All policies available to the community and staff on the Cherokee Trail Website. Staff are allowed editing privileges via Google docs and encouraged to revisit policies yearly.

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### **Philosophy**

From screening students for participation in programming to monitoring student progress toward college and career preparedness and success, assessments serve a variety of purposes. Cherokee Trail supports assessments with specific criteria that align with Colorado Academic Standards. Through working with Professional Learning Teams, teachers are encouraged to develop common formative and summative assessments that are a reliable and valid measure of student standing and growth. Where external exams are the terminal assignment for a course, teachers use external rubrics for marking like-assessments. Teachers are required to track student achievement over specific grading periods; however, specific assessment rubrics are based on exam rubrics used by IB in formal exam marking.

It is the philosophy of Cherokee Trail High School that all school-administered assessments, whether formative or summative, should focus on the learning expected within specific IB assessments. We, however, acknowledge that not all learning, especially the interpersonal, can be assessed through examination. Therefore, an emphasis is placed not only on test navigation, but also on the Approaches to Teaching and Learning, Theory of Knowledge & CAS, which may or may not have a direct impact on results, but do have an impact of achieving the IB Mission.



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### **Description of Use**

The IB assessment criteria is used faithfully within all IB courses, though primary-trait scoring versions are often incorporated to assess specific skills in preparation for the end-of-course exam. Where applicable, versions of assessments and assessment criteria are used in courses that naturally feed IB courses. For example, a version of the Written Assignment is required of pre-Diploma students in English. Teachers use a primary-trait scoring rubric to assess this task and cross-grade to achieve reliable scoring.

### **Process of Standardization of Assessment of Student Work**

Cherokee Trail High School is a Professional Learning Community comprised of multiple Professional Learning Teams. Teachers meet bi-weekly to plan, examine, compare, and align units, including formative and summative assessments. Teachers regularly use table-grading procedures on like assessments with the IB rubric to eliminate subjectivity and inform practice. While teachers do not necessarily teach in concert, they are assessing student learning and growth using the same rubric.

Teachers are also afforded professional development days to create unit plans and common assessments. This, paired with sanctioned IB trainings and local Roundtables, allows for a standardization of process that precisely articulates our vision toward achieving growth and increased pass-rates.

**Unit Plans:** It is expected at all IB teachers will incorporate DP Unit Planners into their curricular formation processes, including those developed in PLTs. All Unit Planners should identify the course & level, inclusive unit dates, and DP Assessment (in any). Units should specify transfer goals; types of teaching/learning; included assessments (formative and summative); differentiation models; connections to ATL, L&L, TOK, and CAS; and a reflection component.

### **Frequency of Formative and Summative Assessment**

All units of study have two or more common formative assessments and one common summative assessment. All summative assessments use applicable IB rubrics or applicable rubric sections. Homework, the most common formative assessment, is used daily, in most cases, in order to



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assess student understanding, growth, and deficit. Traditional units of study last approximately one month, in which case like-courses generate data from at least two common formative assessments and one common summative assessment. This said, teachers are expected to administer formative assessments on a weekly basis. All formative assessments are geared to identify areas of need or enrichment. Again, summative assessments are modeled after IB exams; summative scores are intended to give students and parents an in-progress predicted score for IB-administered exams. See below for additional information on formative and summative assessments.

### Description of National/State Requirements

The Cherry Creek School District uses the CCSD Assessment System. This system acts as the District's internal summative assessment system and serves three purposes:

- Creates stability for measuring student, school, and district performance that is independent from changes to the state assessment system
- Maintains the District's long-standing recognition of the ACT assessment as the primary measure of College and Career Preparedness and Success
- Extends the measure of College and Career Preparedness and Success into elementary and early middle school grade levels

The CCSD Assessment System incorporates three vertically aligned assessments—the ACT Aspire Summative, the Pre-ACT and the District ACT. Information for each assessment is described below.

- ACT Aspire Summative: The ACT Aspire Summative is an online assessment designed to measure students' progress toward College and Career Preparedness and Success over the course of time. The ACT Aspire test battery produces scores that describe students' projected growth in English, reading, mathematics and science.
- Pre-ACT: The Pre-ACT is a paper/pencil assessment for 10th grade students that predicts performance on the 11th grade ACT. The assessment will be administered on October 17th.
- District ACT: The District ACT, like the Colorado ACT, is a college-reportable test that juniors can take at their school. It is a paper/pencil test and will be administered on February 27th.



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- CMAS: The Colorado Measures of Academic Success assesses student performance on the Colorado Academic Standards.
- PARCC English Language Arts/Literacy (ELA/L) and Math: In compliance with legislation, Colorado joined the PARCC consortia as a governing member in August 2012. PARCC is a multi-state assessment consortium that is developing shared English language arts/literacy (ELA/L) and mathematics assessments. About 10 states participate in the consortium. As a governing member, Colorado is committed to relying on the PARCC assessment system for grades 3-9.

### Additional State Assessments

- Colorado PSAT (COPSAT): The PSAT focuses on the knowledge, skills, and understandings that research has identified as most important for college and career readiness and success. In addition to helping freshmen and sophomores practice for the SAT, it can identify students' potential for success in advanced course work. Grade 9 and 10 are assessed in CO PSAT.
- Colorado SAT (COSAT): SAT is an exam that is accepted for admission and placement in all public colleges and universities in the state. Grade 11 is assessed in CO SAT.
- Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs): Colorado is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium. ACCESS for ELLs is the state required large-scale language proficiency test for K-12 students and is one component of the WIDA Consortium's comprehensive, standards-driven system designed to improve the teaching and learning of English language learners (ELLs).

Content-specific IB exams do not align with the above state/national exams. However, the skills explored and honed by IB teachers do translate into success on the above state/national exams. For example, while the content of an English language novel does not specifically apply to the above skill-based exams, the practice of writing and English language conventions and the skills developed through close-reading and intentional writing does, which translates into growth on benchmark or college entrance exams.

### Procedures for Access

While there is an application process for entrance into the International Baccalaureate at Cherokee Trail High School (see application and teacher recommendation requirement), it is not



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meant to be a gate-keeping process. There is no limit to the number of students in the IB at Cherokee Trail. We are a full Diploma school with exceptions in classes where there is no AP or CE equivalent, namely French, Math HL, Design Technology, Theatre, Sports Exercise Health Science, Film, and Business. This said, we provide multiple pathways to rigor, so IB is not for everyone. Students who are not working at a high level and not experiencing some form of academic success might be denied entry into the IB or asked to demonstrate success in 9<sup>th</sup> or 10<sup>th</sup> grade before being admitted. Others, who want to try IB but do not quite have the academic résumé, might be admitted to the IB Program with probationary status, which requires monthly check-ins with the IB Coordinator.

All students who have demonstrated success in rigorous courses are targeted for entry into the IB, especially students of color and/or those who are traditionally underserved. These students receive letters commending them for their middle school successes and recommending them to consider IB. After the first quarter of school, grade reports are generated, and teachers are consulted to find additional students who might benefit from the IB experience, again especially students of color and/or those who are traditionally underserved.

Successful students who elect not to do IB are encouraged to participate in other rigorous programs, such as AP Capstone.

Student who pursue the IB Diploma Program are offered a variety of supports:

- CAS advisors
  - Initiate regular group and individual meetings to explore ideas and encourage creativity
  - Contact parents to update progress
  - Approve or deny activities based on IB policy
  - Inform students of possible CAS activities
  - Act as liaison between community and school to promote community involvement in CAS projects
- Extended Essay Supervisor
  - Coordinates EE advisors with student topic compatibility
  - Organizes EE Camp: Week-long research camp where students meet with advisors at a university library and research/write their Extended Essay during the summer between junior and senior year.





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- Meet regularly with students to establish timelines for product submission.
- Schoology: Online submission/transmission tool that includes calendars, homework, resources, quizzes, tests.
- Managebac: Online tool utilized for tracking CAS, exam registration, and external assessment uploads for teacher review.
- Class meetings: Regular meetings with IB classes to remind of deadlines and processes.
- IB Minority Club: A club that meets regularly to organize supports for students of color.
- Clubs with community service focus
- World Awareness Week: Yearly event that provides venue to explore cultural heritage and share that heritage with the school
- Junior Induction Ceremony: IB Juniors are honored by the IB Coordinator and principal in front of parents and other guests as they embark upon their IB journey
- IB Recognition Ceremony: For IB seniors, this ceremony takes place in May of the final year of IB. The superintendent of schools, multiple school board members, the head of school, and the IB coordinator honor these students in front of parents, faculty, IB underclassmen, and other guests. While the focus in this ceremony is on the IB Diploma candidates, the indirect benefit is that it allows underclassmen to see the reward that will be bestowed upon them.

### **Process for Recording and Reporting Assessments**

Cherokee Trail High School uses an online grading, recording, reporting platform called PowerSchool. The PowerSchool website states that “from enrollment to graduation, PowerSchool saves paper, time, and human resources by providing intuitive digital tools for registration, compliance, and the end-to-end organizing of student information. By simplifying back office operations, we allow your administrators to run their school more efficiently, freeing up valuable time for them to focus on student needs and growth.” All school-based assessments are recorded in PowerSchool. It is expected that all summative assessment scores are a reflection of student learning and, therefore, function as a predicted grade on IB assessments. Teachers are regularly encouraged to note student achievement through criteria-based assessments and report to parents through PowerSchool and conference students’ progress toward passing course-specific IB exams.

The Cherry Creek School District uses a record keeping, data generating platform called Tableau for all district, state, and controlling-body assessments, such as SAT, ACT, AP, and IB. “Tableau



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makes it simple for educators and administrators to ask sophisticated questions, get actionable answers, and share their findings easily online” (<https://www.tableau.com/solutions/education-k-12-analytics>).

For IB Assessments, the DP Coordinator distributes “Internal Assessment and Predicted Grade Mark Sheets” to all DP teachers who are in testing years. Teachers fill out mark sheets and schedule an appointment with the DP Coordinator prior to the closing of the mark entry window. Teachers bring a copy of the IAPG mark sheet and all assessments ready for immediate upload. The DP Coordinator enters the scores, and the teacher verifies the scores. The DP Coordinator inventories all student documents and forms and uploads to IBIS requested materials for moderation.

Cherokee Trail High School also uses an IB Assessment Calendar where all teachers input the dates on which they administer major assessments, including IAs and EAs. The IB Assessment Calendar is intended to put in place a process that avoids major assessment overlap while encouraging the completion of all major assessments by the end of February. The IB Coordinator can then coordinate extra time for overdue assignments in order to upload to IBIS by deadline.

Part of the IB Recognition Ceremony is the publication for viewing of IB extended essay titles and college plans. The program is used by the IB Coordinator to upload transcript requests into IBIS for score reporting to colleges.

### **Specific Grading Criteria and Practice**

IB teachers are encouraged to align all formative and summative assessments to IB end-of-course exams in order for students to examine their growth and value the cumulative learning within their coursework (see FOUNDATIONAL GRADING SCALE USED BY ALL IB TEACHERS). This practice is valuable as teachers engage in learning cycles within their Professional Learning Teams and the completion of their Student Learning Objective (SLO) Goals. It is expected that same-course teachers will have common formative and summative assessments so that they can compare student progress as it applies to specific, measureable learning targets. Summative assessments within IB classes are authentic in that they use IB rubrics and released IB test items. Cherokee Trail High School adheres to IB’s “Principles into practice” in that we design formative assessments to “address the needs of individual learners [...by...] making the student a better judge of his or her own performance and then helping him or her develop strategies to improve.”





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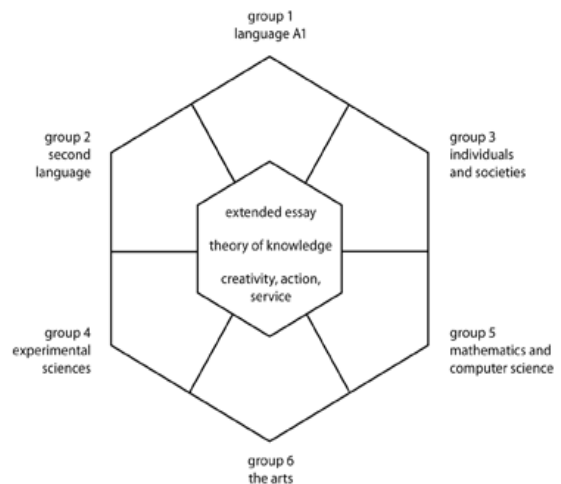
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Homework is a simple example of ongoing formative assessment because it is used to develop the SKILLS necessary to find success on traditional assessments. As an established best practice teachers are expected to align their final semester exams, a mandated 20% of a student's grade, with authentic IB-based exams in order to provide specific feedback on possible obstacles students might encounter during IB stipulated testing.

FOUNDATIONAL GRADING SCALE USED BY ALL IB TEACHERS				
CTHS SCALE	GRADE INDICATORS	TOK/EE	IB SCALE	INTERNAL AND EXTERNAL IB ASSESSMENTS
A	EXCELLENT	A	7-6	Teachers adjust specific grading scales (P1, P2, P3, IA, EA) according to the established foundational grading scale.
B	GOOD	B	5-4	
C	SATISFACTORY	C	4	
D	MEDIOCRE	D	3-2	
F	ELEMENTARY/ UNSATISFACTORY	E	1	

### How to Earn the IB Diploma

Students must take one course from each of the 6 academic groups (for the 6<sup>th</sup> group, student may elect to take an additional subject from groups 1-5). Students must take and pass Theory of Knowledge; they must write and pass the Extended Essay; and they must complete their CAS work (see CAS guide). Students must meet regularly with their Extended Essay and CAS advisors.



Students must average a score of 4 (out of 7) on each exam within each group; therefore, they must achieve at least 24 points. Students scoring a 2 in a Higher Level course will not receive the IB Diploma (see coordinator for exception). Students receiving an 'E' in either Theory of



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Knowledge or the Extended Essay will not receive the IB Diploma. Please see “Foundational Grading Scale for All IB Teachers” for grading details; the Extended Essay and Theory of Knowledge do not use the 1-7 scale.

The following criteria in an inclusive list Diploma qualifying criteria:

- Candidate has completed CAS
- Candidate has score at least 24 points
- Candidate has not earned an ‘N’ or ‘E’
- Candidate has not earned a 1
- Candidate has not earned more than two 2s
- Candidate has not earned more than three 3s (or below)
- Candidate has earned at least 12 points in HL subjects (highest 3 if taking 4)
- Candidate has earned at least 9 points in SL subjects (5 points if taking 2)
- Candidate is not guilty of malpractice

Students are eligible for “bonus points” for their success in Theory of Knowledge and/or the Extended Essay. Please see the below chart for details.

TOK / EE	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				

### Final Considerations

In order to establish goals and to maintain the current assessment philosophy, a committee will review and revise this policy annually. This committee will consist of IB parents, the librarian, the



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DP coordinator and the principal. Cherokee Trail will review and revise the assessment policy annually because of the changing needs of our population and to ensure that it continues to be central to our DP mission. The reviewed, revised version of the policy will remain housed on our website. Our hope is that a transparent assessment policy will encourage more students to engage in the Diploma Program education.