



Diploma Programme Assessment Policy

Celebration High School

Updated Jan 2024



International Baccalaureate Organization Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Celebration High School Mission Statement:

Celebration High School is a challenging and rigorous educational learning community that is dedicated to the preparation of students to be life-long learners and contributing members in a rapidly changing world.

The development of this document was a collaborative effort between the Programme Coordinator, individual subject teachers, and the CHS administration. Feedback was sought by all stakeholders and the document was finalized in March of 2023.

Table of Contents

Section I: Purpose, Philosophy, Principles, & Aims of Assessment	4
Section II: Assessment Practices	8
Section III: Links between the Assessment Policy and Other Documents	12
Section IV: Roles and Responsibilities	13

Celebration High School Diploma Programme Assessment Policy

Section I: Purpose, Philosophy, Principles, & Aims of Assessment

Purpose:

The purpose of this document is to:

- Articulate the underlying philosophy and principles relating to all aspects of assessment at Celebration High School
- Ensure that all assessment practices align with the standards, practices and content of the International Baccalaureate Programme
- Explain the purpose of assessment and outline indicators of effective assessment practices.
- Provide consistency of teaching and learning in the IB Programme
- Provide distinction between formal IB assessments and the supporting formative and summative processes that the school implements.
- Describe how Celebration High School records, reports and communicates assessment results.
- Serve as a guideline for assessment practices for students, teachers, administrators and parents.

Philosophy:

The mission of Celebration High School is to create "a challenging and rigorous educational learning community that is dedicated to the preparation of students to be life-long learners and contributing members in a rapidly changing world."

Assessment plays a crucial role in supporting learning as well as measuring learning. It also plays a key role in achieving our whole school mission.

By implementing effective assessment procedures in varying forms, students, teachers, administrators, and parents are able to reflect on each student's progress towards achieving their learning goals. At Celebration High School we view assessment as a collaborative effort whereby all stakeholders are committed to the development of lifelong learners. All teachers at Celebration High School use criterion-based assessments that are supported by the following principles.

Principles of Assessment:

Assessment practices at Celebration High School are guided by the following principles:

- All students are able to learn, and all students can be assessed.
- Teachers should be facilitators rather than directors of learning.

- Assessments are critical tools used to develop effective teaching strategies and should provide parents, teachers, and administrators with information to support student learning.
- Assessments monitor the progress of student learning.
- A diverse range of assessments can and should be used for a variety of purposes.
- Effective assessment will measure a student's ability to demonstrate the following: knowledge, understanding, recollection, application, analysis, and synthesis.
- Assessment should support curricular goals and be closely aligned with the standards, practices and philosophy of the IB Programme
- Assessment should be criterion related and student work should be judged in relation to identified level of achievement as opposed to the work of other students.
- Assessment practices should be a collaborative effort that involves all stakeholders that is, teachers, students, parents, and administrators.
- In order to achieve their learning goals, students must have a good understanding of the assessment criteria.
- Students should be given the opportunity to self-assess their work and to assess the work of their peers.
- Parents and students have access to students' grades using Parent and Student Portals

Aims of Assessment:

Assessment can be used for a range of purposes. At Celebration High School assessment has the following aims:

- To expose students to a rigorous, challenging and varied assessment curriculum that is closely aligned to the expectations of the IB Diploma Programme
- To help teachers to evaluate to what extent the educational objectives are met by the programme both in terms of curriculum and instruction and to enable them to revise instruction to meet student needs.
- To provide students and parents with opportunities to determine the degree to which students have mastered content knowledge and skills and to reflect on how student capabilities may be further supported.
- To encourage the development of high-order cognitive skills including synthesis, reflection and evaluation
- To promote good organizational skills and to encourage students to become lifelong learners who exhibit intercultural awareness along with the characteristics of the IB learner profile.
- To include a suitable range of assessment tasks and instruments to ensure that all of the course objectives are assessed in each subject group.
- To provide ongoing assessment overtime to provide continuous and timely feedback to support learning.

- To develop an assessment curriculum that provides a valid and reliable demonstration of student performance.
- To involve students in the assessment process by learning how to be reflective and to self-assess their own work, assess their peers and set goals for improvement.

Purposes of Assessment

Assessments of any form are designed to be indicators of learning. They should support and encourage student learning by providing feedback, and they should measure achievement through the objectives for each subject. All assessments within Celebration High School are designed to focus on content knowledge, academic growth, and the development of skills that will promote student success in high school and in future endeavors. The assessments are designed and implemented with the intention of meeting standards of the International Baccalaureate Organization, the State of Florida and the School District of Osceola County Schools. Results of the assessments are used to inform parents, teachers, and students as to levels of mastery and proficiency. Assessments should offer students a variety of means to demonstrate levels of proficiency and should be designed in a way to highlight strengths while also exposing deficiencies to target for improvement. We expect our students to be life-long learners. This passion starts in the classroom daily with each teacher. In order for the students to be knowledgeable inquirers, we want them to be thinkers, and this is monitored through various types of assessments. From formative to summative, students are evaluated based on benchmarks, rubrics, and criteria from both state and IB expectations. Success on IB Assessments, both internal and external, is critical. As such, classroom assessments will be designed to ensure student preparation. Teachers are encouraged to account for the following as guiding principles when determining class grades:

Content:

Mastery of academic content is essential in all courses. It is assessed through formative and summative assignments such as essays, tests, quizzes, papers, and presentations.

Skills:

Content knowledge is complemented by academic skills, which will enable long-term success. Academic skills are assessed through various methods including: projects, presentations, labs, classroom discussions/Socratic Seminars, and Internal Assessments.

Growth:

Learning is an ongoing process and students will demonstrate various levels of mastery at different times. As such, assessments should incorporate means and opportunities for students to revise knowledge over the course of the year.

Admission Assessment:

Potential candidates must complete an online application to gain admittance to Florida Pre-IB program (9th and 10th) or the diploma or career program. The application process requires students to complete the application, to have a 3.0 GPA, and to have completed Algebra 1 (rising 9th) or to be on the path to complete Algebra II by the time they enter the DP cohort. They must also provide a self-interview video and three teacher recommendations.

Formative Assessment:

Formative assessments such as exit slips, bellwork, practice problems, writing opportunities, anticipation guides, and Google-form quizzes are used on a daily basis within our school to measure what the students' knowledge and experience may be in order to know how to proceed with the lesson and learning goals. Teachers use a variety of assessment forms to monitor student learning. Based on the results of the formative assessments, students, parents, and teachers can evaluate the student's learning and make the necessary adjustments.

Summative Assessment:

Summative assessments are given at the end of a teaching unit or concept for the purpose of evaluating mastery. Teachers use a variety of assessment methods such as oral presentations, projects, portfolios, and paper and/or computer-based tests in order to assess the level of mastery demonstrated by the student. For use in our district's grading software, results are converted to percentage grades and then recorded in Skyward, which is the electronic grade reporting system used by School District of Osceola County Schools.

Homework:

Homework may either be classified as formative or summative and should be provided for the purpose of supporting student learning or demonstrating achievement. Homework should accomplish a specific learning goal and support academic growth. It should be purpose-driven and linked intimately with the aims of the coursework at hand. Teachers should maintain a manageable amount of homework so as to not overwhelm students. Significant advanced notice should be provided for all major projects.

Mock IB Assessments:

Exams should be marked in accordance with the IB marking guidelines for each course. Grades should be awarded based on the 1-7 scale used by IB to determine a student's overall IB score using published mark scheme. This 1-7 scale will then be translated to an appropriate grade following guidelines set forth by School District of Osceola County Schools. While scoring can vary slightly from teacher to teacher, since the state of Florida recognizes that a score of 4 is considered a passing grade on the final IB external assessments, this score can have a minimum value of a 70 C when

translated to a teacher's district gradebook. Teachers will provide students with feedback regarding their progress.

Internal Assessment (IB):

Internal assessments are mandatory assessments completed during IB courses in the 11th and 12th grade that focus on skills as well as the subject content. These assessments are graded by the classroom teacher using the rubric published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, science lab reports, math investigations, and other major projects. Internal assessments can serve as both classroom assignments which contribute to the students' school grades as well as assignments that contribute to the students' IB score for that subject. See IB Diploma later in this document for more information.

External Assessment (IB):

Students in grades 9 and 10 will take state benchmark assessments such as FAST Reading and Writing, Biology I, Algebra I, and Geometry EOCs. These assessments are used to evaluate student proficiency in the subject areas and in some cases award class credit. External IB assessments are mandatory assessments that are completed during the 11th and 12th grade that are not scored by the classroom teacher. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. It is very important to note that students must take the external assessment (IB exams) on the assigned test date. Unlike AP exams, there are no alternative test dates given for IB exams. See IB Diploma later in this document for more information.

Section II: Assessment Practices

Assessment is a critical component of the educational process that enables teachers to monitor and evaluate mastery and understanding of content. At Celebration High School, assessment is ongoing and is integrated with instruction. We use a variety of formative and summative assessment methods.

Formative assessments are used regularly to measure student progress. Based on the results of these assessments, teachers and students can make adjustments to their teaching and planning.

Summative assessments are given at the end of a teaching unit or concept for the purpose of evaluating mastery. Summative assessments are criterion-based rather than norm-referenced.

Types of assessment that are used may include, but are not limited to:

- Class discussion and/or Socratic seminars
- Essays
- Experimental investigations

- Fieldwork
- Group and individual oral presentations
- Oral commentaries
- Multimedia presentations
- Multiple choice style questions and quizzes
- Online discussion forums
- Journals
- Studio work
- Class debates
- Tests and examinations
- Exhibitions
- Homework

Student work is evaluated using a variety of rubrics and scales, which are generally made available to students in advance so that they are aware of teacher expectations. Assessments and assignments may be graded through self-evaluation, peer evaluation, group evaluation, or evaluation by the teacher.

Whenever possible, students are exposed to questions from previous IB assessments, and to the markschemes used to evaluate those questions, so that students will be prepared for the level of rigor they will face when they complete their external assessments. Teachers also align their classroom grades with IB standards and boundaries, though they also take other factors into account, such as attendance, classroom work, participation, and homework, which may be a reflection of student effort as a component of their learning.

Celebration High School uses the following grade scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

Instruction in the Programme is geared toward both mastery of the concepts and skills in the curriculum, as well as preparation for the various internal and external assessments students will complete in order to earn their IB Diplomas. Ideally these twin aims dovetail, and student performance on IB assessments is expected to be generally consistent with student grades in class. IB assessments consist of Internal Assessments and External Assessments, both of which are completed during the eleventh and twelfth grades. The External Assessments are IB exams administered on the assigned test dates and sent directly to IB examiners for evaluation. Internal Assessments are mandatory assessments conducted by the classroom teacher and graded according to the rubrics provided within the IB curriculum guides. Internal Assessment scores are submitted to IB for moderation to ensure all Internal Assessment scores worldwide are consistent. Teachers have discretion over whether or not to include internal assessment grades in the classroom grade.

In addition to the general assessment policies described above, teachers at Celebration High School follow some specific policies to make sure student grades are meaningful and fair. Programme teachers communicate dates of major assignments and assessments with each other, and follow a departmental test-date calendar, in order to prevent students from having an excessive number of assessments all falling on the same day. Also, in keeping with School District of Osceola County policies, teachers at Celebration High School are expected to give a minimum of one graded assignment each week. No single assignment should be worth more than 20% of a quarter grade. Students who have an excused absence from school are entitled to two days to catch up for each day of absence. Students with unexcused absences are not entitled to extra time to complete assignments and assessments.

Grade Books (Electronic):

All teachers must record assignment grades in FOCUS. A minimum of nine assignments must be entered each nine weeks. Input grades at least once per week.

Grade Reports:

At the end of each grading period, teachers will submit their grades electronically. Verification of grades will be done by the Assistant Principal of Instruction

Progress Reports:

- At mid-point of each nine weeks' grading period, students will receive a progress report, which will include the following: a grade, the number of absences and tardies, a behavioral checklist, appropriate teacher comments and academic improvement plan.
- Progress report grades will be submitted three days prior to the distribution of progress reports.
- If a student is not failing a class at progress report time, but then begins to do poorly parents must be informed as quickly as possible, either by phone or by written notice. No student will receive an F in any class unless the parent has been notified on the progress report or by follow-up contact by the teacher.

Make-Up Work:

- Missed tests, quizzes, and homework assignments resulting from a period of absences including suspensions should be submitted to the teacher. At the minimum, the period of time to complete the work for excused absences will include the number of days absent plus one. However, consideration should be given to the total number and length of other assignments due.
- Students should be informed of their responsibility to make arrangements with the teacher for make-up work.

Standardized Assessments:

Florida's Assessment of Student Thinking (FAST): Current sophomores must demonstrate competency on the FAST in order to graduate. The FAST measures students' reading and writing. Students respond to multiple choice questions. Writing is assessed separately, and at the time of this writing, we are unclear as to what this assessment will entail. Scores from the FAST, in addition to other data such as

dropout rate, mobility rate and school attendance data, determine the school’s ranking in the Florida legislative program to “grade” all schools. The criterion for each grade is set by the state and is subject to:

College Entrance Exams: SAT and ACT: Every junior and senior has the opportunity to take the SAT and/or the ACT. Although these tests are given by Educational Testing Services, they are administered Saturdays on our campus. Students have the opportunity to take the SAT during school for free twice per year. The ACT is also offered in the spring. Students also have access to a free SAT prep program: Khan Academy.

Preliminary Scholastic Aptitude Test (PSAT): The Preliminary Scholastic Aptitude Test is a forerunner of the SAT. Juniors who have taken the test and score in the top one-half of one percent per state are eligible for National Merit recognition. All sophomores will take this test for practice although scores will not count toward Merit recognition. The PSAT will be offered to all juniors for free on October 12, 2022

Postsecondary Education Readiness Test (PERT): The PERT exam is designed to determine if students are ready to complete college-level work. The exam is offered to junior or senior students who must pass both the Math and the English/Reading portions of the exam in order to be exempt from taking College Readiness Math and/or Reading courses in the senior year.

Diploma Requirements at CHS	Criteria
3 SL & 3 HL subjects	Minimum score of 24 points overall Minimum of 12 points earned on HL exams Minimum of 9 points earned on SL exams
Theory of Knowledge	
Extended Essay	4000-word essay Grades earned: A to E
CAS	18 months of documented hours

For each IB Course, students will receive a score of 1-7 from the IBO. This score will be a reflection of the mastery of material as evidenced by student performance on Internal and External Assessments.

Scores are described in the following manner:

7-Excellent 6-Very Good 5-Good 4-Satisfactory 3-Mediocre 2-Poor 1-Very Poor

Students must receive a grade of at least D in both Theory of Knowledge and Extended Essay. If a student earns less than 24 points, receives a score of 1 on any HL subject, or receives two or more scores of 2 in any subject or level, they cannot earn the IB Diploma. Students can earn a maximum of 42 points if they earn a score of 7 on each of the 6 subject areas can earn an addition 3 points based on their grades on both their TOK and Extended Essay. (see TOK and EE Matrix in appendix) IB scores are

separate from class grades. Students receive their class grades at the end of each semester of study. IB scores are available online on or around July 7th each year. The IB Diplomas are sent directly to the schools and can be picked up in August of each year. Students and parents are notified when the diplomas arrive so arrangements can be made to pick them up.

The Extended Essay is a core requirement of the IB Diploma program. It is a two-year process culminating in a research essay that consolidates the student's learning. The essay topic is selected by the student and represents a concept, event, or idea that interests the student.

Section III: Links between the Assessment Policy and Other Documents

Academic Honesty Policy

Academic honesty and personal integrity are fundamental components of a student's education and character development. Celebration High School expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

Celebration High School believes that promoting academic honesty is the responsibility of the whole school community. Expectations concerning academic honesty are outlined in the school's student code of conduct and the IB program's academic integrity policy and are communicated to students at the start of each year.

In order to facilitate academic honesty, Celebration High School has a site license with Turnitin.com. Both students and teachers are encouraged to use Turnitin.com regularly to ensure the academic integrity of student work. Work submitted that does not meet the standards for academic honesty will not be assessed and the teacher will assign a zero for the work in question. In addition, the teacher will notify the parent/guardian and the IB Diploma coordinator.

Language Policy

Student language needs will be considered when creating and implementing assessment.

Inclusion Policy

Assessments will follow all requirements outlined by the student's IEP, 504 plan, and the Inclusion policy of Celebration High School.

Meeting of Deadlines

At Celebration High School, we encourage our students to be balanced and principled. A key aspect of this is to promote meeting of deadlines. This also serves to prepare students for future education expectations beyond the IB Diploma programme.

At Celebration High School, teachers work collaboratively to ensure that deadlines for the Internal Assessments and summative assessments for the different subject areas are distributed in a manner that supports student success.

Extensions for submission of assignments are based on individual circumstances and should be arranged with the teacher well before the deadline. Unauthorized late submission of assignments will result in a penalty as indicated in the teacher's course syllabus.

Section IV: Roles and Responsibilities

Student Responsibilities

- Successfully complete all diagnostic formative, summative, standardized and end of course assessments by the given deadline.
- Maintain a cumulative unweighted GPA of 2.75
- Produce work of a high quality that accurately reflects their best.
- Develop effective time management and study skills.
- Adhere to the requirements for academic honesty as outlined by the Academic Honesty policy of Celebration High School
- Demonstrate characteristics of an IB Learner
- Be proactive in seeking help, monitoring their progress and identifying areas for improvement.
- Maintain a positive, working relationship with CAS and EE supervisors.
- Meet all deadlines on the CHS IB Assessment Calendar Parent/ Guardian Responsibilities
- Using the FOCUS Parent Portal, monitor their students' progress weekly.
- Discuss assignments and assessments with student frequently to show support and encourage student achievement.
- Contact teacher if questions or conflicts arise so that teacher can address the issue in a timely manner.
- Attend all parent meetings and information evenings to ensure that information needed for exam registrations and Diploma requirements is received and completed on time.
- Support students in the educational process and be mindful of the learning process instead of focusing solely on grades.

Teacher Responsibilities

- Ensure that assessment tasks support the curricular goals of the IB Diploma Programme
- Inform students of the assessment criteria both of their subject and of all work that is assigned.
- Design formative assessment activities to help students understand what is expected and how they can progress.
- Follow deadlines outlined by IB Assessment Calendar
- Submit appropriate documentation to IB Coordinator by prescribed deadlines.
- Maintain appropriate communication with the IB Coordinator regarding student progress.
- Communicate with students and parents frequently regarding student progress.
- Focus on the assessment of student learning outcomes more so than covering subject content.

- Analyze assessment data to identify patterns of student performance and need.
- Incorporate results of formative assessment activities into their everyday planning
- Provide and discuss exemplars with students to illustrate different levels of achievement against set criteria.
- Use a variety of instructional and assessment strategies to differentiate instruction.
- Utilize the IB Resource Center often in order to stay current on curriculum and assessment changes.
- Provide meaningful and timely feedback on assignments and assessments IB Diploma Coordinator Responsibilities
- Distribute IB assessment materials and other IB documents to teachers.
- Schedule IB training and Professional development for IB teachers when curriculum is changed or as the need is identified.
- Arrange vertically and horizontally aligned meetings between the IB teachers to discuss and reflect on teaching and assessment strategies.
- Register students for the IB examinations.
- Supervise IB testing and monitor testing conditions.
- Monitor the extended essay process.
- Monitor CAS progress.
- Set deadlines and monitor the progress of all internal assessments and extended essays to ensure that sample sets arrive at the appropriate destinations on time.
- Cultivate a culture that prioritizes assessment for learning and assessment of learning.
- Review the assessment policy with Diploma staff at the end of each academic year.

This document was developed and produced to align with the following IB Standards:

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment (0301-05- 0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice (0301-05-0300)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth (0301-05-0500)

Approaches to Assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant documentation (0404-03-0100)

Internal & External Assessments

For each subject selected, TOK, and the Extended Essay, there will be internal and external assessments that the candidates must complete over the 2-year course of study. Listed in the chart below are all the assessments the candidates should expect to complete for each subject.

IA = Internal Assessment

EA= External Assessment



