

**ARROYO VALLEY HIGH SCHOOL
GLOBAL LEADERSHIP ACADEMY
INTERNATIONAL BACCALAUREATE PROGRAMME
ASSESSMENT POLICY**

PHILOSOPHY

AVHS Global Leadership Academy is an educational community emphasizing academic excellence, personal accountability, and positive opportunities. Assessments of students will reflect this philosophy. Our belief in the following key concepts, supported by our actions, is the foundation upon which our school is built.

All participants in the education process will be treated with dignity and respect. Self-worth will be stressed along with the attainment of high, realistic goals. Our assessments will look to encourage personal responsibility and use of good judgment.

AVHS Global Leadership Academy recognizes that teaching, learning and assessment are interdependent. Assessment is differentiated, fair, and relevant. We will use assessment as an indicator of mastery, not as a definition of success. It reflects the essential knowledge as defined in the guidelines set by the program (AP, College prep/Honors and IBO). Encouraging thinking, connecting curriculum, and promoting international-mindedness are the driving forces in the design of assessment.

STUDENTS have many different learning styles, cultural and economic backgrounds, and individual needs. Assessment will reflect that diversity. Students will be given feedback that is both constructive and positive, and they will be made aware of areas of strengths and areas for growth.

PARENTS/GUARDIANS will be asked to encourage and support the learning process and to regularly monitor student performance and engage in positive communication with student and teacher.

TEACHERS will be building assessment that is meaningful, relevant, and motivating, and that accurately reflects content mastery. Teachers will provide timely feedback that is clear and constructive and maintain up to date records of assessment. Assessment is a tool that will be used by the teacher to direct further teaching and instruction and will be used to identify areas of weakness of the student and help address those weaknesses. Teachers will also use assessment to understand areas of weakness and strength in their own teaching practices.

ADMINISTRATORS will provide opportunity for continued development of the teachers. Teachers will use this time to collaborate with peers, analyze data, and maintain records, and maintain assessment skills.

SCHOOL PRACTICES

FORMATIVE AND SUMMATIVE

Teachers use a range of formative and summative tasks that directly relate to current district mandates (i.e. Direct Instruction) of best practices and IB and/or AP guidelines.

Formative Assessments are all activities undertaken by teachers and students that provide information to be used as feedback to enhance learning and achievement. Teachers use a variety of formative assessment strategies to gather evidence of student progress in acquiring knowledge, skills and abilities towards specific learning targets; these could range anywhere from a simple participation check to a chapter quiz and beyond.

Summative Assessments evaluate a student's knowledge, skills, and abilities acquired over a large section of a course. For students in the IB program, these assessments correlate either directly or indirectly to the external and internal assessments for each course. Teachers are encouraged to use them as an important role in the final letter grade a student earns in a given IB or AP course. Teachers must translate achievement levels attained on a rubric (either IB or other) into point totals that can be entered into the grade book. The letter grades recorded in the grade book as a result of the use of these rubrics correlates reasonably to the IB mark bands for each assessment.

Assessments allow teachers to monitor student progress towards meeting IB and/or AP standards. Students receive meaningful, detailed, and timely feedback that supports improvement. Parents and students are encouraged to access grades on **Aeries Portal**. Teachers use data from assessments to modify instruction to promote learning and achievement. Overall, formative assessments check for understanding and learning and prepare students for the "higher-stakes" of summative assessments, which measure achievement and are used to evaluate student knowledge, problem solving, and skill level.

There are many forms of assessment., in the Global Leadership Academy these include the IB Internal Assessments, IB External Assessments, tests, quizzes, lab practicals, lab write-ups, presentations, research, self-reflections, self-gradings, California state standards, benchmark tests, AP Tests, and projects. All of these assessments can be used to gain an understanding of the student's level of mastery of subject material.

IB INTERNAL ASSESSMENT

Students complete internal exams within the classroom. These exams are marked by the student's teacher and then moderated by external IB examiners. Internal assessments vary by subject, but can include oral presentations, in class essays, replication of experiments, lab reports, research papers, and oral interviews.

IB EXTERNAL ASSESSMENT

The IB Diploma Program students take written exams in May at the end of each course. All students in a higher level course, which is a two year course, will have exams in May of their senior year. These exams are marked (graded) by external IB examiners.

GRADING/MARKING

The teacher of the course determines grading scales for each course. The scales are handed out to students at the beginning of the year. Most assessments are marked, graded, and handed back to the student to review. It is the accumulation of all assessments that will determine a course grade. IB teachers are encouraged to use the IB grading scale as part of their scoring when marking individual summative and formative assessment.

A+	7	EXCELLENT PERFORMANCE
A	6	VERY GOOD PERFORMANCE
B	5	GOOD PERFORMANCE
B-	4	SATISFACTORY PERFORMANCE
C	3	MEDIOCRE PERFORMANCE
C-	2	POOR PERFORMANCE
F	1	VERY POOR PERFORMANCE

This marking scheme has been developed to help students, staff, and parents/guardians understand the level performance that is expected of students. The exclusion of a D mark is to emphasize that students are either performing at levels that are acceptable or not acceptable.

Students will work on a variety of assessments, which will be used as an indicator of the student's progress toward the goal of earning an IB diploma. These tasks will be given at regular intervals throughout the class's one or two year

RECORDING AND REPORTING

AVHS Global Leadership Academy uses the "Aeries Parent Portal" to communicate in an ongoing basis. Grades are available for parents/students in real time. Teachers are encouraged to keep grades as current as possible.

Grades are sent home to parents 4 times a semester:

- 2 Progress Reports
- 1 Quarter Grade
- 1 Semester Grade

The semester grade is the only grade that is permanently recorded.

HOMEWORK

Homework serves as a form of both formative and summative assessment and provides an opportunity for students to explore topics in a course. Students are expected to produce work that reflects their own ideas and thought process. Collaboration will allow teachers to schedule and plan long-term projects in a way as to avoid major conflicts in student time commitments. Teachers are responsible for designing the practice necessary for students to demonstrate excellence in their subject matter. It should be assigned in a fair manner so that no student is excluded for economic or access reasons.

LINKS BETWEEN ASSESSMENT POLICY

The State of California, along with forty-four states, has adopted the Common Core Standards, focusing on the following:

- Standards are clear and consistent for students and teachers.
- Standards are robust and relevant to the real world.
- Standards prepare students to compete successfully in the global economy.

The Common Core Standards clearly relate to the guidelines established by the IBO. Expectations are rigorous and focused on inquiry. Pedagogically, both move beyond recall and memorization to focus on discovery, knowledge, and understanding. It is the intent of both programs to create lifelong thinkers and learners, who with a fair and just perspective, can be active participants in the global world.