

# Hillside High School Assessment Policy

## Philosophy

Hillside High School's mission is to inspire students to become globally aware citizens, lifelong learners, and responsible leaders in their communities. This will be accomplished by creating challenging learning experiences that emphasize collaboration, critical thinking, and respect for all people. Hillside High School International Baccalaureate Diploma Programme staff will expose our students to the necessary assessment tools and strategies in various forms that align with the requirements of the Diploma Programme. These tools and strategies allow HHS IBDP staff to monitor and analyze student performance so that they will be most prepared for the rigors and challenges of the assessments of the IB Diploma Programme. We expect our students to be able to acquire knowledge and skills, make meaning of the big ideas and transfer their learning in new and meaningful ways in order to function successfully in a global society.

This document includes:

- ✓ descriptions of the various types of assessments used at Hillside High School
- ✓ detailed assessment practices at Hillside High School
- ✓ links to integrity policy and other policies & grading practices
- ✓ roles & responsibilities of HHS IBDP staff and students
- ✓ deadlines and due dates of assessment components

## Types of Assessments

### **Formative Assessments**

HHS IBDP staff create "Understanding By Design"® unit plans & "Learning Focused"® lesson plans which incorporate various types of formative assessments throughout our daily lessons. Formative assessments are designed to provide feedback to teachers and students at different times throughout their lessons so that they can determine student progress and teacher effectiveness. The staff at Hillside staff has implemented the principles of the Instructional Core model and best practices training by Hillside administrators and other HHS faculty.

## **Summative Assessments**

Summative assessments are product-oriented or unit-ending assessments. At Hillside, these types of assessments include, but are not limited to, final examinations, research papers, projects, performances, portfolios, presentations, etc. These assessments can be graded in various ways, including using the IB Criterion-Reference rubrics and the Durham Public Schools (DPS) Grading Scale (as outlined in grading practices section). Parents and students have access to their student's grades through the Power School's Parent and Student Portals in which they access by username and password.

## **IB Internal Assessment Components**

IB Internal Assessments (IA) are IB-determined assessments that must be completed within each subject that IB students take during the 11<sup>th</sup> and 12<sup>th</sup> grade year. The internal assessments are assessed by the classroom teacher, but samples are sent to external IB examiners to ensure international consistency. The IB Staff collaboratively develop a Deadlines of Due Dates document each year for each grade level. This document was created so that students' IA due dates do not overlap in order to lower students' stress levels and to help guide them in self-management. Teacher internal assessment marks are moderated up or down based on how close the teacher was to the moderator's marks. Examples of internal assessments include but are not limited to, oral commentaries, historical investigations, simple experiments, and scientific investigations.

## **IB External Assessment Components**

IB External Assessments are IB-determined assessments that must be completed within each subject that IB students take during the 11<sup>th</sup> and 12<sup>th</sup> grade year. IB External assessments are assessed by IB examiners from countries all over the world. Examples of external assessments include but are not limited to, the Extended Essay, Theory of Knowledge Essays, the Higher Level Literary Essay, Spanish, French, and Mandarin and Literary Essays.

## **Reporting, Recording and Deadlines for Assessment Components**

All external & internal assessment components are either mailed or uploaded to various IB subject examiners located in different parts of the world. Each Diploma teacher has access to the IB reporting forms for their respective subject and sets their internal deadlines at the beginning of each school year. It is each teacher's discretion as to how and when they share internal assessment grades with their students. The examiners mark the assessments using a set "markscheme" (answers) which is applied to all IB student assessments. The internal assessments and the external assessments (papers or final examinations) are combined to make up the final grade for the subject, which is scaled from 1 – 7 (see IB Marking Scheme under grading practices). More detailed information about the breakdown of percentages per subject for the assessment components of IB classes can be found in Hillside's IB Diploma Handbook.

## **IB Examinations**

Another form of external assessment components is the IB Examinations or papers. IB Diploma students take a series of papers or examinations for each of the subject areas. The IB Examination Schedule is set by the International Baccalaureate Organization and the examinations are held within a 3 week period beginning in early May. Students who sign up for the classes in August and complete registration paperwork in September must sit for the examinations in May. There are no make-up dates for IB examinations during the May session. These examinations include various assessment types including but not limited to, short-answer, essay, multiple choice, open-ended, case studies, and commentaries. Examinations are mailed to IB examiners all over the world to be graded and combined with internal assessment components to compile the student's IB final score.

## **Hillside High School Assessment Practices**

### **Scoring Students' Works**

- ✓ Be sure that your scoring ranges between 0-100. Assigning massive points to student work is very difficult for students and parents to interpret and calculate with assignments scored in a normal range (0-100). See your PLT leader for guidance on scoring if you believe there is a need to score beyond 100 points.
- ✓ Use rubrics as often as possible. Rubrics are designed to describe in detail the expectations for the assignment as well as what students should do to earn the maximum number of points. Each DP subject teacher will address the type of assessment and IB grading rubric that will be used for the respective subjects' assessments since there are various types in each DP Subject Group. Don't confuse a rubric with a scoring guide. They are not the same. Grade boundaries are used for IB Diploma courses to familiarize IB students with IB scoring.

### **Feedback on Students' Works**

- ✓ Be descriptive and detailed in your feedback. Feedback should be informative telling students specifically, what they need to improve and how to improve it or what they did well and why you evaluate the work as such.

### **Recording Students' Grades in PowerSchool**

- ✓ Make sure your grades are updated EVERY TUESDAY at a minimum. Do not keep hoards of work and then grade all of them before progress reports or report cards are distributed. Scoring work in a timely manner is just as important as assigning the work to students. Immediate feedback is

non-negotiable. This approach will also keep both parents and students informed of their progress encouraging parental involvement and student responsibility.

- ✓ Grades weights should be 50% Product and 50% Process. Do not break those percentages down any further as all too often, we have only one or two assignments in a category. This does not allow students sufficient opportunities to develop him/herself in that category.
- ✓ Be sure the descriptions for the grades include learning goals. In fact, after you have unpacked standards, everyone should use learning goals instead of objectives.

## Grading Scales & Marking Schemes

### DPS Grade Scale

In all grade levels in which letter and/or numerical grades are given, the grading scale shall be as follows:

A	90 – 100	Excellent
B	80-89	Above Average
C	70-79	Average
D	60-69	Passing
F	0 – 59	No Credit

### IB Final Grade

<b>The IB Marking Scheme</b>	
1	Very Poor Performance (failing score at SL)
2	Poor Performance (failing score at HL)
3	Mediocre Performance
4	Satisfactory Performance
5	Good Performance
6	Very Good Performance
7	Excellent Performance

### Extended Essay Grading

<b>Grade</b>	<b>Description</b>
A	Excellent
B	Good
C	Satisfactory
D	Mediocre
E	Elementary
N	Not submitted

### TOK Grading

Final Subject		
<b>Grade</b>	<b>From</b>	<b>To</b>
E	0	3
D	4	9
C	10	15
B	16	21
A	22	30

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This Diploma Points Matrix shows how points are earned in the EE and TOK external assessments for an IB Diploma Candidate.

Theory of Knowledge
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		A	B	C	D	E
Extended Essay	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				

See the Hillside IB Diploma Handbook, for more specific assessment details.

### **Process vs Product**

Hillside Professional Learning Community (PLCs) decided on the use of process and product as the categories for assessment tasks for all classes each quarter.

- ✓ 50% Product: Product grades reflect the acquisition of knowledge/skills and are evaluated for precision and accuracy. This includes all unit tests, quizzes, essay tests, major projects, and district benchmark tests
- ✓ 50% Process: Process grades reflect work/tasks assigned during the process of learning. This includes warm-ups, homework, classwork, and any assignments that lead up to the final product

\*\*20% of the final course grade is the final exam

### **Academic Honesty**

See Hillside's Academic Honesty Policy

## **Roles & Responsibilities of HHS IBDP Staff and Students**

### **IB School Responsibilities**

The IB School will...

- ✓ Foster lifelong learning skills
- ✓ Provide rigorous & balanced university coursework
- ✓ Focus on internationalism and responsible citizenship
- ✓ Provide excellent preparation for college
- ✓ Receive & maintain authorization from the IB Organization
- ✓ Include inquiry, independent research, interdisciplinary activities, international-mindedness & exposure to a holistic view of knowledge
- ✓ Incorporate IB philosophy, strategies, & assessments with standards, goals, & objectives of NC Standard Course of Study while using Understanding By Design® unit plans & Learning Focused® lesson plans.
- ✓ Provide access to IB training for teachers
- ✓ Provide various resources to promote student success such as IB Prepared books, IB Assessment Preparation Sessions, and Smartbacc Online Study Courses.

### **Student Responsibilities, Requirements & Expectations**

IB Students are expected to maintain a mutually respectful learning environment at all times. A student is accountable for their academics and behavior at all times. Since IB aims to develop students to be independent and self-reliant in order to be a productive and responsible citizen, maintaining a high standard for personal behaviors is important. The Learner Profile is an excellent reminder of what is expected from IB students. The Durham Public Schools Expectations: MYP & DP Contract has more specifics about what is expected as an IB student and is detailed below:

Hillside IB Middle Years & Diploma Programme Students will...

- ✓ Demonstrate conscientious academic effort & a strong commitment to learning
- ✓ Regularly complete assignments & assigned projects
- ✓ Participate constructively in lesson, activities, etc.
- ✓ Be self-motivated, intellectually curious, independent thinkers, & able writers
- ✓ Have a desire to excel & an interest in community service
- ✓ Display a high standard of personal behavior and responsibility

Diploma Programme (DP – 11th and 12th grade) students should...

- ✓ Attain a final grade of "C" in each IB course
- ✓ Be assigned to the IB school by the district's lottery process
- ✓ Complete preferred course prerequisites
- ✓ Complete the coursework, internal assessments, and examinations for each of the six 2-year IB courses
- ✓ Assume responsibility for cost of 6 exams (\$110/exam) and \$160 registration fee if the IB budget or NC State budget does not cover the cost
- ✓ Complete the Theory of Knowledge (TOK) course and essay
- ✓ Complete the Extended Essay (EE) in one of 6 IB subjects
- ✓ Attend at least one Saturday Academy or IB Prep Session per quarter
- ✓ Complete & document 150 hours of Creativity, Action, and Service activities
- ✓ Complete all summer assignments
- ✓ Follow DPS Code of Conduct and the Hillside Honor Code

## Requirements for Diploma Candidates

Diploma Candidate students should choose the IB courses and level based on their academic strengths and weaknesses, interests, and future education plans. It is strongly recommended that students consult with parents, teachers, administrators, counselors, and the IB coordinator as decisions are made about course selections. Feel free to set up individual conferences with the IB Coordinator. Students should keep in mind that it is their responsibility to research the universities of interest to them to determine which courses and scores are accepted. You may visit the IBO website to see a list of universities in Canada and the United States that recognize IB courses.

An IB Diploma Candidate must choose one course from each of the following six IB curriculum subject areas and complete all assessment components in order to maintain diploma candidate status:

- ✓ Group 1: Language A - Literature
- ✓ Group 2: Language B (Language Acquisition – Second Language)
- ✓ Group 3: Individuals and Societies
- ✓ Group 4: Experimental Sciences
- ✓ Group 5: Mathematics
- ✓ Group 6: Arts or one other subject from groups 1 – 4

Additionally, all IB Diploma Candidates must:



- ✓ Take the Theory of Knowledge (TOK) course including assessment components
- ✓ Complete an extensive 4000 word research essay called the Extended Essay (EE)
- ✓ Complete and document at least 150 Creativity, Action and Service (CAS) Hours

Each IB Diploma Candidate must choose three HL and three SL courses for the two year period. HL courses must have at least 240 contact hours and SL courses must have at least 150 contact hours. A list of Hillside course offerings in each subject is listed below:

<b>Group</b>	<b>Courses offered at Hillside</b>
Group 1	English A Literature HL
Group 2	French B SL Spanish B SL Mandarin B SL
Group 3	History of Americas – Peacemaking – HL Psychology – HL or SL Business Management SL and HL
Group 4	Chemistry HL or SL Biology HL or SL Physics HL or SL
Group 5	Mathematics SL Mathematics Studies SL
Group 6	Visual Arts – Option A – HL