



Granada High School Assessment Policy

Purpose

The purpose of this document is to inform the school community of Granada High School's rationale for assessment, to provide clear expectations for parents, students, and teachers regarding assessment practices as they apply schoolwide and as they apply to the International Baccalaureate (IB) Diploma Programme at Granada High School.

Philosophy

We believe that the purpose of assessment is both to guide instruction and to provide students with an opportunity to receive feedback that allows them to reflect on their own learning. All assessment should be authentic and relevant. It should be developed to complement implementation of the curriculum and formatted in a manner that allows for all learners to demonstrate their best ability regardless of different learning styles. At Granada High School, we use assessment to foster a culture of learning that allows for both students and teachers to grow.

Definitions

Formative Assessment- Assessment used to evaluate student understanding of content material either prior to or during instruction. The purpose of formative assessment is for both the teacher and the student to understand where the student is in the learning process. It allows the student to set learning goals and allows the teacher to pace and adapt instruction to achieve measurable aims. Formative assessment may be a factor in grading.
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Summative Assessment- Assessment used to evaluate student mastery of content material after instruction is complete. At times, it may inform the teacher of skills that must be re-taught. Often used for determining grade.
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Internal Assessment- Assessment given and assessed within the school.

External Assessment- Assessment that may be given either on-site or off-site. Assessed by outside examiners who are not necessarily affiliated with the school.

Norm-Referenced Assessment- Assessment that is scaled based upon student averages. Student scores are based upon the relative performance of peers on the same task.
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Criterion-Related Assessment- Assessment that is scaled based upon mastery of material.
Reflective Assessments- Students reflect on their learning, rather than completing a separate assessment.

Granada High School believes that assessment:

- provides information that guides decision-making for teachers, parents, and students regarding student placement in courses.
- provides feedback for parents, students, and relevant institutions.
- provides valuable data that informs best practices and contributes to the dynamic nature of teaching and learning.
- is ongoing to monitor student progress and achievement.
- should be both formative (to assess student understanding and inform instruction) and summative (to assess student attainment of understanding and knowledge).
- informs review of curriculum and assessment.
- informs student evaluation of their own progress and helps set improvement goals.

Guidelines for Assessment Practice

Granada High School's guidelines for assessment practice outline the merit a given grade carries, the various measures of student achievement used, and the expectations regarding the recording and reporting of grades. Granada High School's IB-specific practices concerning internal and external assessment is outlined here as well.

1. Grading

- a. **IB courses-** Assessment within the IB Diploma Programme at Granada High School is criterion-related. All internal and external assessment within the Diploma Programme reflect the markscheme (grade scale) of the IB:

Grade scale for IB courses:	Grade scale for Theory of Knowledge and Extended Essay:
7=excellent performance 6=very good performance 5=good performance 4=satisfactory performance 3=mediocre performance 2=poor performance 1=very poor performance	A= excellent B= good C= satisfactory D= mediocre E= elementary N= no score

- b. **Grade translation-** Such grades will translate into a standard grade point average for the semester grade: 7-6= 4.0; 5-4=3.0, 3-2=2.0, 1=1.0.

- c. **IB Diploma award-** To be awarded the IB diploma, students must earn at least 24 points, successfully fulfill their Creativity, Action, Service (CAS) requirements, and earn at least a D grade in Theory of Knowledge (TOK) and on the Extended Essay (EE). Any student pursuing the Diploma Programme will earn a high school diploma bearing a seal of recognition signifying completion of the Programme. Any IB grade of 0 denotes failure of a course and no point value is assigned. Points are awarded based upon the required internal and external assessments within IB, and determine the final award of grades. While Granada High School's IB programme ideally follows the published grade scheme, it may be necessary to make changes beyond those stated above to ensure that such scoring aligns with Granada's internal grading policy.
- d. **Non-IB courses-** Letters are awarded based upon percentages out of 100, generally following this grade scale:
 - 90-100%= A
 - 80-89% = B
 - 70-79% = C
 - 60-69% = D
 - 59-below= F
- e. **Transcript Final Grades-** Grading for courses throughout Granada High School, including IB courses, is based upon a 4-point scale with the following grade equivalencies: A=4, B=3, C=2, D=1, F=0. Overall grade point average (GPA) is reflected on the final transcript. Additional weight is given to approved Honors courses, AP courses, and IB courses.

2. Recording and Reporting

- a. **Assessments Posted-** Assessments/assignments are posted via the online grade book or class website in advance of the due date and at least by the date they are assigned in class.
- b. **Electronic reporting and updates-** Student progress is shared via the electronic grade book at least every 3 weeks. Students and parents have continuous online access to the grade book.
- c. **Midterm and semester grades-** Midterm grades are determined and updated in the electronic grade book after 6 weeks of instruction. Semester grades are recorded on the student's transcript after 12-13 weeks of instruction. (Students complete semester courses on a trimester calendar.)
- d. **Awarding grades for the IB Diploma Programme-** Grades earned in IB courses reflect rigor shared by students throughout the world. External assessments are criterion-related assessments and may differ from the course grade earned. Thus, passing IB courses at Granada does not guarantee the awarding of an IB diploma. The nature and number of assessments may differ from those in non-IB courses.

3. **Assessment Measures**

Measures of individual assessments should be made clear to students prior to the assessment. Teachers use a variety of measures to evaluate student proficiency, including rubrics (teacher/department created, school adopted, and/or Diploma Programme assessment criteria,) checklists, percent correct, point allocation, pass/not pass measures of standards within the California Common Core State Standards (CCSS)

4. **Internal and External Assessment**

- a. This discussion of internal and external assessments applies specifically to the IB Diploma Programme. However, all Granada High School teachers are required to administer internal assessments, and Advanced Placement (AP) classes also have external assessments. External assessment requires IB teachers and/or coordinators to send IB candidate work to IB examiners by the prescribed deadlines for assessment. IB students and their parents are expected to stay current on IB deadlines and to honor IB teacher and IB coordinator due dates to ensure such deadlines for submission are met.
- b. Internal and external assessments are spread over the course of the two years of the Diploma Program. IB teachers collaboratively plan assessment schedules to ensure that both internal and external assessments meet this requirement while minimizing the extent to which assessments coincide among IB courses.

Facilitating Assessment:

Expectations of the teacher- students and parents can expect the teacher to:

- a. provide notice of major assessment dates in advance
- b. provide clear guidelines/expectations regarding the nature of the assessment
- c. provide necessary instruction, time, and materials to prepare students for the assessment

Submission of Student Work (IB Diploma Programme only):

1. **Reporting of student grades**

- a. By the end of September, IB teachers will meet to finalize internal assessment dates for each course to allow ample time to meet all deadlines for grade submission to IB.
- b. Final scores for IB assessments and diploma awards will be released to students and schools in July.

2. **Roles and responsibilities in assessment submissions for IB**

- a. Teachers will communicate these dates to students as early as possible, and students are responsible for keeping updated calendars and managing time.
- b. Students will carefully follow directions for assessment submission to ensure work is submitted accurately and on time.
- c. Teachers will ensure that all requirements are met prior to submission deadlines, and will communicate deadlines to students.

- d. The coordinator will ensure all external assessments are mailed or uploaded prior to the deadline, and will keep internal assessments on file.

Academic Honesty

All student work submitted for assessment must be the student's own authentic work. Any and all researched material must be properly cited and referenced to delineate for the instructor and/or assessor that which is the student's original thought and work and that at which the student arrived through research. During examinations, students must follow examination protocol as outlined in the academic honesty policy unless clearly and indisputably stated otherwise by the instructor.

Homework Policy

The homework policy of Granada High School is that of the Livermore Valley Joint Unified School District. See Policy 6/54(a).

Assessment Policy Implementation- Roles and Responsibilities

The role of the teacher in the Assessment Policy

- Adequately prepare students for the assessments.
- Provide notice of all major assessments to allow students adequate time to prepare.
- Consider providing flexibility in assessment dates that do not have external deadlines to allow students to develop study plans.
- Provide feedback as appropriate for the subject matter.
- Collaborate with colleagues to share best practices, prepare common assessments, and regularly evaluate assessments.
- Utilize both formative and summative assessments.
- Use assessment data to inform instruction.

The role of the student in the Assessment Policy

- Adequately prepare for assessments.
- Seek help from teachers to prepare for assessments as needed.
- Plan and organize to meet assessment deadlines.
- Establish an appropriate environment for studying.
- Submit for assessment authentic, original work as outlined in the honesty policy.
- Honor conduct codes for assessments as outlined in the honesty policy.

The role of the parent or guardian in the Assessment Policy

- Encourage independence and hold the student accountable for his or her responsibilities.
- Support the student in fulfilling his or her role.
- The parent may also
 - assist in the student's planning and organizing to meet assessment deadlines.
 - monitor student preparation for assessments.
 - establish an appropriate environment for studying.

- maintain consistent communication with both the student and the teachers, as needed.

The role of administrators in the Assessment Policy

- Provide the necessary materials for assessments, including those needed for IB internal and external assessments.
- Schedule and coordinate school-wide assessments to meet state mandated deadlines.
 - Communicate school-wide assessment schedules in a manner that allow teachers, parents, and students time to plan for modified instructional days.
 - Provide training for proctoring assessments, as necessary.
 - Provide time for teachers to prepare for proctoring an exam.
- Provide time for IB teachers to complete 1:1 internal assessments.
- Facilitate, coordinate, and communicate IB assessments following the IB mandated assessment timeline, including
 - providing a proctoring schedule.
 - providing testing rooms that meet IB standards for assessment.
 - communicating the schedule to students and teachers in advance of assessments.

The role of the IB Coordinator in the Assessment Policy

- Coordinate the mailing of external assessments and requested internal assessments.
- Maintain student records of internal assessments.
- Facilitate the scheduling of both internal and external IB assessments.
- Communicate the schedule for internal and external assessments to teachers, students, and parents.
- Communicate the information regarding assessment as outlined in the Diploma Programme Handbook of Procedures to students, teachers, and parents.
- Communicate updated assessment deadlines and/or requirements to teachers, students and parents.

Assessment Policy Review and Evaluation

The assessment policy will be reviewed and evaluated each year through the authorization phase of candidacy and the first two years of the school's status as an international school. Thereafter, the policy, along with school facilities, especially IT infrastructure, will be reviewed and evaluated every two years by the assessment policy review team, which will consist of the IB coordinator, a school site administrator, three IB faculty members and three volunteer faculty members who represent the wider school site. School-wide review and evaluation will occur during WASC visitation years and IB evaluation years.

Assessment Policy Development

A policy committee consisting of teachers and administrators drafted the policy, then received feedback from a broader committee of parents and students to revise it. The assessment policy

draft referenced Joe Michell K-8 School's assessment policy for consistency within the school district.

Works Referenced

Earl Wooster High School's Assessment policy

International Baccalaurete Organization publication: Principles and Practice of DP Assessment, 2004.

International School of Paris' "Secondary School Assessment Policy 2014-2015"

Joe Michell T-K-8 School's "IB PYP and MYP Assessment Philosophy and Policy"